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VOCATIONAL GUIDANCE



PAPERS PRESENTED AT THE ORGANIZATION
MEETING OF THE VOCATIONAL GUIDANCE
ASSOCIATION, GRAND RAPIDS, MICH.,

OCTOBER 21-24, 1913



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Organization meeting



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PREFATORY STATEMENT.¹

The organization of the National Vocational Guidance Association was completed during a series of meetings held in 1913 at Grand Rapids, Mich., October 21-24, inclusive. This was the third national conference on vocational guidance, previous meetings having been held at Boston in 1910 and New York City in 1912. At the latter meeting the conference authorized the selection of a committee to arrange for a convention in 1913 and to present plans for a permanent organization should such a procedure seem advisable after due consideration of the opportunities for service presented by present-day conditions.

In accordance with this authorization, the National Vocational Guidance Association was duly organized at Grand Rapids by the acceptance of the report of the organization committee, the adoption of a constitution, and the election of officers.

This bulletin contains the formal papers presented at the conference.

In addition to these papers, mention should be made of a Round Table "Question Box"² and of a remarkable session devoted to a series of demonstrations of the Grand Rapids plan of vocational guidance conducted in the Central High School and the Junior High School in Grand Rapids, the demonstrations being carried out largely by the pupils themselves.³ The questions presented and discussed at the round table showed more clearly than did the deliberations of any other session the need for such an organization as the National Vocational Guidance Association.

Perhaps the formation of a new society such as this, when societies are multiplying so rapidly, demands a word of explanation, if not of defense.

The new association was organized only when a careful study of the situation had disclosed the fact that no existing organization was in a position to do the work to which the association proposes to address itself; a work, furthermore, which should be undertaken immediately. There is no doubt that a widespread demand exists

¹ By Prof. Frank M. Leavitt, University of Chicago.

² See Appendix A, p. 83.

³ See Appendix B, p. 91.

for a more rational and humane guidance of the youth of the land toward and in vocational life, yet even a superficial study of the movement reveals the fact that divergent, if not conflicting, opinions are held as to the duties of public-school authorities to give advice to their pupils, or to exercise vocational supervision over the children who become wage earners at an early age. It is also clear that, as the result of several excellent but nevertheless partial investigations, a mass of information has been collected which must be more carefully collated before wholly trustworthy conclusions can be drawn.

Particularly important is the fact that the demand for guidance seems to come from three rather distinct sources. There is the economic demand, made in recognition of the fact that our industrial system needs a better or more efficiently chosen body of employees. This is closely allied to the phase of scientific management which shows the need of more scientific methods of selecting workmen.

Then there is the educational demand that our schools enlarge their functions to include not only preparation for vocational life, but also a specific plan of vocational guidance, even to the extent of finding employment for children about to leave school, especially for those who must do so at an early age to become wage earners. But it is not alone for the future industrial workers that teachers are demanding vocational guidance. Recently there has been a severe self-examination by the schools, and educators are coming to feel that even in the high schools and colleges courses of study are too often adopted at the dictation of tradition and too seldom with a clearly defined purpose. It is therefore quite as truly for the benefit of those more advanced students whose education is frequently misdirected, inappropriate, and unapplied, that the schools propose to exercise some form of vocational guidance.

Finally, there is the social demand for the guidance of youth, particularly those destined for early employment, for the very preservation of society itself. Such a demand recognizes the difference between the finding of employees for positions and the finding of suitable employment for would-be workers. It recognizes the need of important modifications in school methods and organization, and also the necessity for larger measure of social control of the conditions of labor in child-employing industries.

It was in recognition of the threefold nature of this demand, economic, educational, and social, that the organization of the new association was recommended. It was felt that it could help materially in coordinating the results, if not the efforts, of chambers of commerce and employers' associations, of educational systems, and of charitable or philanthropic societies in the important project of securing more adequate vocational guidance and supervision of the youth of the land.

The possibility of securing the same results through subcommittees of the National Society for the Promotion of Industrial Education and of the committee on vocational education of the National Education Association was thoroughly discussed. It is believed, however, that more immediate and certain progress can be made by a relatively large association of individuals interested especially in the problems of vocational guidance than by small committees of organizations as strong even as the two societies named. Conferences with representatives of these societies revealed the fact that both had as many specific problems under consideration as could well be studied for some years to come. The National Vocational Guidance Association hopes to cooperate with these and with other strong organizations. It is planning to meet in 1914 with the National Society for the Promotion of Industrial Education, as it did in 1913, and it is assured of a continuation of the helpful services which that society rendered the new association at its organization meeting.

With a clear definition of its field of effort the National Vocational Guidance Association enters upon its work and invites the membership of all who can help it or be helped by it. In the words of the constitution:

The objects of this association shall be to promote intercourse between those who are interested in vocational guidance; to give a stronger and more general impulse and more systematic direction to the study and practice of vocational guidance; to establish a center or centers for the distribution of information concerning the study and practice of vocational guidance; and to cooperate with the public schools and other agencies in the furtherance of these objects.

The organization committee was as follows: Chairman, Frank M. Leavitt, University of Chicago, Chicago, Ill.; secretary, M. Edith Campbell, director Schmidlapp Bureau, Cincinnati, Ohio; treasurer, James S. Hiatt, secretary public education association, Philadelphia, Pa.; Meyer Bloomfield, director vocation bureau, Boston; Mass.; Alice P. Barrows, director vocational educational survey, New York, N. Y.

The officers elected at Grand Rapids for the year 1914 are: President, Frank M. Leavitt, Chicago, Ill.; vice president, Alice P. Barrows, New York, N. Y.; secretary, Jesse B. Davis, Grand Rapids, Mich.; treasurer, James S. Hiatt, Philadelphia, Pa. Executive council: Meyer Bloomfield, Boston, Mass.; M. Edith Campbell, Cincinnati, Ohio; George Platt Knox, St. Louis, Mo.; O. W. Burroughs, Pittsburgh, Pa.; E. M. Robinson, New York, N. Y.

VOCATIONAL GUIDANCE.

I. THE LARGER SOCIAL, ECONOMIC, AND EDUCATIONAL BEARINGS OF VOCATIONAL GUIDANCE.

A.—VOCATIONAL GUIDANCE AND CHILD LABOR.

OWEN R. LOVEJOY,

General Secretary, National Child-Labor Committee, New York.

The present awakening toward practical education has been stimulated from the industrial rather than from the educational side. This fact is both promising and disquieting.

In so far as society is coming to realize that the whole problem of feeding, clothing, and housing the race is a problem of social interest, we may welcome every tendency to make labor significant and purposeful. We have too long divided labor into mental and manual, assuming that although both were necessary to society, they were not both necessary to the same individual. The result has been to exalt those forms of work in which mental activities were most necessary—which demand initiative, originality, creative and organizing genius—and to leave to the less fortunate members of society the physical forms of work called “manual” labor. The effect of such a division is fatal to the progress of those who engage in the manual forms and fatal to the society of which they are a part. It has served for centuries to keep a large percentage of people just above the plane of bare subsistence in reward for the hardest kind of labor.

Furthermore, much of such work has been poorly done. With no incentive to higher positions; with no release from a long daily grind upon forms of work that are crude and monotonous; with quantity rather than quality the measure of usefulness; with a decreasing wage accompanying advancing age; it is not strange that the industrial life of thousands of workers is barren of inspiration or hope. Nor is it surprising that the products of such labor have been the least satisfactory of any, whether viewed from the standpoint of the employer or from the wider considerations of social wealth.

Over 60 years ago Lord Macaulay declared on the floor of the British Parliament in reference to the employment of children:

Intense labor, beginning too early in life, continued too long every day, stunting the growth of the mind, leaving no time for healthful exercise, no time for intellectual culture, must impair all those high qualities that have made our country great. Your overworked boys will become a feeble and ignoble race of men, the parents of a more feeble progeny; nor will it be long before the deterioration of the laborer will injuriously affect those very interests to which his physical and moral interests have been sacrificed. If ever we are forced to yield the foremost place among commercial nations, we shall yield it to some people preeminently vigorous in body and in mind.

We have in this country already begun to reap the harvest of consigning a certain part of our family to tasks of meaningless, manual drudgery, and naturally enough we do not like the harvest. Let us not be misled by the fact that the prophecy in Lord Macaulay's indictment has not come true. We are gratified that we are not "forced to yield the foremost place among commercial nations." This is not, however, because of our intelligent organization of labor. It is simply because there is no such other race as Macaulay described—"some people preeminently vigorous in body and in mind."

That many other nations have apparently resigned themselves to the fate of such commercial prosperity as they may grind out of their underpaid and overworked children has been amply demonstrated in the international response to the recent proposal in the United States tariff bill to exclude the products of child labor from our ports. The National Child Labor Committee proposed this amendment to the tariff bill, not with any expectation of its enactment, but for the double purpose of calling the attention of our sister nations to the awakening conscience of American citizens against exploitation of young children for the convenience of the purchasing public and with the further object of forcing into the spotlight of universal condemnation those few of our Commonwealths that still persist in exploiting the labor of children of 12 or 10 or even less years. Both purposes have been achieved. The European press has called us hypocrites for proposing an international 14-year age limit while certain of our own States permit children to work at 12; and both the European and the Asiatic press have resented the proposed action of the United States as a menace to their commercial intercourse with us.

The matter is mentioned here because it throws into definite perspective the generally accepted policy of forcing, or at least permitting, a certain portion of every community to become the so-called "unskilled workers," glad to take any kind of job for any kind of wage. In the past our own people have been inclined to uphold such a system because they thought there was economy in low wages; but we are awakening to learn that the system is one of extravagance

instead of economy, and naturally our captains of industry, our leaders in manufacturing enterprises, are among the first to see the error and are clamoring for efficient workers.

It is a commonplace to hear that positions requiring brains can not be filled; that important departments of large manufacturing and commercial enterprises suffer because there are none among the workers who can advance to positions of responsibility requiring initiative and mental resourcefulness. Therefore business is calling on the schools to turn out a better product and to supply the demands of our enterprising industrial age.

The employers have a very definite program. They know what they want and are going after it. Let us not delude ourselves by thinking they are actuated by philanthropy. It is simply good business. They want a crop of fresh, young labor furnished them every year that can make fewer mistakes and more profits.

This is extremely gratifying, if educators will have the courage to take the helm. It indicates that economic self-interest is attempting to shake off the double burden society has long borne—the burden of using goods worth much less than they cost because poorly and inefficiently made, and of supporting by charity those paid less than their work is worth because of their poverty, inefficiency, and consequent helplessness. But while employers are awake to the need of efficiency, industry is not. Industry still beckons to the inefficient, the immature, the unprepared. Low wages and casual employment are open switches that lie ahead on the track of the child laborer of to-day. Society is very far from having reached a decision that unskilled labor must be abolished. The occupations which, outside of agriculture, absorb the output of our schools are barren of any element to make them of present interest to the child or to offer any hope for the future. The report of the Massachusetts commission made this clear a few years ago. A recent investigation by the Federal Bureau of Labor shows that of a certain number of children under 16 years who left school to work 90 per cent entered industries in which the wages of adults were \$10 a week or less. A vocational survey in New York City soon to be published exhibits in one group 101 boys between 14 and 16 years of age and an analysis of the work they are doing. For only five of them is there any opportunity to advance or improve; 96 are in dead-end occupations.

Business is now saying that if we had the right kind of schools all this would be changed; that child labor would become a blessing instead of an abuse for children. We are constantly told that, if the schools had the right kind of curriculum and gave the right kind of training, every child would have his natural capacity developed, and we should speedily put an end to the army of industrial misfits.

All this young life would flow naturally from our schools into the great sea of industry. Everyone would fit his place. The boy or girl of 14 who now leaves our school from the eighth grade or the fourth to enter on the endless quest for meaningless jobs would be succeeded by the boy or girl of 14 fitted to choose life's work intelligently and to enter upon it with efficiency. One educational expert has gone so far as to declare that with vocational schools established to meet the needs of those not destined to business or professional careers, every pupil ought, as the result of his training, to be in a position at 14 years of age to make an intelligent choice of the occupation he desires to follow.

In accepting this challenge of the business world our educators have, in my judgment, assumed an unwarranted responsibility for this condition. Those who assert that only the inadequacy of our school curriculum and the improper development of the child's mind stand in the way of a solution of this perennial tangle of industrial incompetence and inefficient job hunting, overlook two considerations of vital importance, one industrial and the other psychological. The industrial consideration is simply the fact that for the boy or girl under 16 years of age there is no place in industry. I speak broadly, of course, for there are exceptions; but in general it is clear that the time spent in industry or in the pursuit of industry before reaching that age is a loss to industry itself and almost always a loss to the child.

A study of the annual contribution of our city schools to the business interests of the community will show that a considerable percentage is thrown into the discard within the first month; that another large percentage goes drifting from job to job, sometimes advancing, quite as frequently receding, the industries complaining that the children the schools turn out are no good; and that the children lose courage, enthusiasm, and youthful idealism in the various meaningless jobs to which they are assigned. That many drift into casual and thence into permanent idleness is to be expected. The only wonder is that any ultimately rise to positions of efficiency and responsibility.

The skilled trades have no place even for a beginner apprentice under 16 years, and many allow no apprentices to qualify as journeymen under 19 or 20. This puts out of the field the choicer occupations, and leaves the majority of children to seek jobs as errand boys, delivery boys, messenger boys, cash girls, sweepers, cleaners, tenement homeworkers, street merchants, and the like. The building trades; the iron, steel, and woodworking industries; the printers' trade; the trade of the plumber, gas fitter, electrical worker, or glass worker—all these are closed to young children because they lack physical strength or maturity of judgment.

Our schools are not fair to themselves, therefore, in assuming that they or the child are wholly at fault. If the schools need a better curriculum, so does the industrial establishment. If the child needs a more definite and purposeful mind, much more does industry. One of the most vital services vocational guidance can render is to analyze our industries and train our youth to distinguish between a "vocation" and a "job." It is futile to give special training to a child for the purpose of fastening him to a machine on which he shall do purely mechanical labor for life. Business says: "Here are the jobs; what kind of children have you to offer?" We must reverse the inquiry and say to business: "Here are our children; what kind of industry have you to offer?"

Without professing to know much about the educational side of this problem, I am willing to admit all the criticisms our foremost educators launch against the present school curriculum and methods. Nothing can be more essential to the training of a child than a conception of his industrial obligations and opportunities. I should make this general. Instead of having one specialized industrial expert to diagnose and prescribe for our public school children, I should like to have the entire curriculum shot through and through with the meaning, the history, the possibilities of vocation. A glance at the curriculum of any well-ordered school will discover that almost every subject is susceptible of an industrial or vocational interpretation. Such as are devoid of this possibility are of doubtful value in the curriculum and should be dropped, unless someone can advance a valid defense for their retention. One of the most valuable results of the modern tendency to vocationalize our schools will be that both the curriculum and the teaching staff will become so imbued with vocational inspiration that they will advance into the realm where the child lives and speak to him in the language wherein he was born. The child thus finding himself at home in school will long to remain to the last possible moment, instead of, as at present, tugging at the leash, eager to leave at the first possible moment. This will be a tremendous contribution to the elimination of the young child from our industries.

To turn to our other consideration, we maintain furthermore that no child of 14 years under any possible system of educational training is equipped to make an intelligent choice of the occupation he desires to pursue. Any attempt to fit boys and girls to become wage earners at 14 years of age is based on the theory that society is bankrupt; that we need the product of their labor. But we are not bankrupt; the reserve wealth of our nation and of the world was never so great as to-day.

Undoubtedly, intelligent vocational guidance in our public schools will do much to turn the minds of youth into channels of occupation

most attractive and most promising. This has been true of our conventional schools for many years. The old style school is a vocational school to such as plan or are destined by the plan of others for the professions. The child who is to be a doctor, lawyer, clergyman, or teacher finds in the curriculum of the typical high school the very course essential to lay the foundation for his future profession. Every year he spends in the primary and secondary grades is directly contributing to preparation for his life occupation. But he does not have to decide at 14 or 15 or 16 years of age which of these professions he will follow. The decision may be deferred until years have given opportunity for a survey of the field, until the beginnings of experience have helped him to make the choice intelligently. The tendency in this direction is increasing. To-day the young man who desires to enter one of these higher professions is required to make more preparation, to lay a broader foundation than his father or his grandfather. And if the physician desires to become a specialist, he is not even permitted under the rules of the profession to take up his specialized study or practice until he has laid its foundation in a study of the profession as a whole.

The tendency of specialization is just the reverse in industry. For the professions we require a broad general curriculum on which the specialized profession shall be superimposed. For industry we assume it may be substituted.

How can a child of 14 years know whether he is destined for the professions or the manual arts? How many of us in this movement chose our life's occupation at 14 years or would have been capable of doing it under any form of training? I can not boast of my training, but at 14 years I was planning to be a railroad brakeman. At 15 I had determined to be a horse doctor. At 16 the current of my life was changed through the fortunate circumstance of having a brother so determined to go to college that he cooperated with my parents to get the whole family there. It may have been a mistake, but it deferred the choice until after the adolescent period. At a meeting of prominent educators in New York last week I asked the 35 men present how many had chosen their present occupation before they were 20. Only 2 had done so.

The child destined for occupation in what we call "the industrial world" has no such demand laid upon him. He is not required to lay a foundation in general culture; neither is he required to become familiar with the various branches of the occupation in which he is to engage. He is not expected to know how to make a shoe in order to become a shoemaker, or to know how to fit and join in order to become a carpenter, or to know how to corral, segregate, and dispose of dirt in order to become a street cleaner. Instead of superimposing his specialization upon his general training, we seek to substitute

specialization for general training. This not only belittles the industry under consideration, but cribs, cabins, and confines those destined to engage in it. What is that ignoble thing about industry that makes it careless of its craftsmen? It should demand as thorough preparation as professional life, except in such forms of labor as are almost entirely mechanical, and these should never be open to children, but only to those who have had their day of idealism and inspiration. We reveal that we have not yet risen to the point of looking upon our industrial occupations as sacred callings ministering to the necessities of our race, but as the unfortunate fate of those who through poverty, inexperience, or lack of personal initiative are unable to get on top and draw profits from the labor of others.

So long as we view industries in this light we shall continue to consign our children to them; we shall continue to reward the manual laborer with wages too slight to maintain him and his family in decency; we shall continue to place upon our public and private charitable agencies the tragic burden of bent and broken old age, suffering the privation of grinding poverty as the only visible reward for a life of long service in the ranks of labor.

Our whole tendency in this splendidly inspiring educational awakening should be toward recognizing that we have entered upon the credit side of our ledger; that we are having to do henceforth with the problems of human possibility rather than of human poverty; that society has reached a point where it can feed, clothe, and house itself without crushing life, either physical, mental, or spiritual, from any of its children; that we can perform the work required and at the same time guarantee reasonable hours of labor to our adult workers and the opportunity to grow and play and learn to all our children.

What this will mean to the ultimate lifting of labor from its present bent position can hardly be overstated. But to enter deliberately upon an educational policy which classifies little children into those destined for the professions and other pleasant callings on the one hand, and those destined as manual laborers on the other is to attempt a cleavage in society which is a direct contradiction of all our theories of democracy. Prof. Hanus said recently:

Education is a preparation for complete living. * * * Complete living includes usefulness and happiness. Usefulness is the activity that promotes the interests of mankind. Happiness means the enjoyment of work and leisure. Education should therefore equip a boy for a vocation and also equip him for an enjoyment of the refined pleasure of life.

Such an education will break down the present class distinctions which already cleave society and wreck so many lives. If, as I suppose, we all believe in real democracy, we must reach a point at which

we can stop talking about the "friend of the workingman," the "housing of the working people," etc. Who has a right to be housed except the worker? Why should the worker require a "next friend" at court as his guarantor or sponsor? Who has better right to stand close to the throne? Are not his own hands his credentials? But he can maintain his right only by having been given the opportunity in childhood to store his mind with useful and beautiful knowledge as well as his hands with technical skill.

If we educate our workers to make them appreciate their work, to recognize the unity of industry, we shall have real leaders among them. We now have "captains of industry." The phrase is well taken. In many of the industrial crises the protesting workmen are actually like sheep without a shepherd.

Through a proper system of vocational guidance in our schools industry will cease to be poverty-stricken on the side of leadership. It will cease to depend on leadership from outside. From the ranks will rise statesmen able and glad to defend the people's sacred rights.

Let us accept the goal proposed by Mr. Prosser, secretary of the National Society for the Promotion of Industrial Education, that every minor child shall be regarded as a ward of the State. Let us insist that the industries offering valuable training to children shall become an adjunct of the schools. Let us insist that the child's future usefulness, not the present balance sheet, shall be the measure of the success of this guidance into vocations, and let us resist every scheme to make the labor of young children a makeshift to maintain themselves or their family.

B.—THE LARGER EDUCATIONAL BEARINGS OF VOCATIONAL GUIDANCE.

GEORGE HERBERT MEAD,

Professor of Philosophy, the University of Chicago, Chicago, Ill.

The school is an institution fashioned as other institutions. It has its roots in the past. It has held its own in the midst of contentions and against hostile forces by being what it is. It has been conscious of its value for society because of its past and has found its courage and self-respect in its accomplishments. Especially the public schools of a democracy such as ours have had need of a strong hold upon its traditions. Our democracy has been suspicious of the standards of a learning and a literary art that belong to an upper class, and of the standard of an efficiency that arose out of a bureaucratic government.

Our school system has had its own practical traditions; and where it has added to its earlier meager curriculum, the addition has been frequently without any controlling principle. We have been very

proud of our American common public school, but we have never been quite clear what our schools have done for us, nor from just what standpoint we should criticize them. They have been the bulwark of our liberties, but we have been very generally unwilling that they should undertake more than the drill in the three R's. When we have overloaded their curricula, and the cry has arisen against the "fads and frills," there has been no definite conception of what they should do by which we can test the demands of rival educational theories.

To a large extent the educational policy of most of our large cities has represented a fluctuating compromise between forces that have been by no means all educational forces. This situation is common to our popular education and to our popular government. We know that they are precious institutions, but we treat them with a great deal of good-humored ridicule. They are the palladia of our liberties, but concretely we have not wished to have to take them too seriously. The school-teacher and the politician have been standing subjects for the wit of humorous papers.

But a change has come about in our attitude toward our governmental institutions. It is a great deal clearer to us what these institutions should and can do. We may not be any clearer as to the fundamental theories of government, but the community now knows that popular government is itself our most precious treasure and it is becoming aware that this precious institution can be called upon to do certain specific things.

Industrial education and vocational guidance mark the points at which our public schools are making such contact with actual life that the community may intelligently criticize the schools and control them in something like the same sense that it may control the management of technical departments of our governing bodies.

Fruitful contact implies primarily that the community shall be able to pass in certain respects intelligent criticism upon the school, criticism which the school authorities will themselves seek and of which they will be able to make profitable use. This implies further that the school life reaches back into the home and the community of which the home is a part and out into the occupations which the children enter when they leave the school. Lack of such intelligence and such connection between the school and the life of the community is evidenced in a type of criticism with which we are familiar. These criticisms gather mainly about the lack of drill in the three R's. Spelling, number work, and English, we are told, are slovenly; the graduates of neither the grades nor the high schools can write a fairly respectable letter; the commonest words are misspelled; the English is atrocious; the ability to cast up a simple column of figures is

lamentably absent; and yet the children are so possessed with a sense of their own competence that they can not be corrected nor taught in the offices where they are employed. The cry arises at once that the curriculum is stuffed with comparatively useless subjects while the weightier matters of essential importance for vocations are neglected.

The school authorities are compelled to bear the onslaught of this irresponsible criticism. Their critics hark back to the good old years when the simpler courses of study and the sturdier discipline of the rod brought forth the results so lacking in our degenerate days. They continue thus to criticize though actual proof from the tests of the schools of our grandfathers clearly indicates that the children came out of these more Spartan institutions less well-equipped even in the three R's than are the graduates of our own grades. These attacks upon the schools are recurrent. Each year when the employer of boys and girls loses control of the irritation caused by youthful incompetence he is apt to pour out his wrath on the institutions from whose hands he receives his employees.

Unfortunately the relation between the school and the occupation has been so slight that the comment and criticism called out by the child's failure to fit into the machinery of the office, the shop, or the factory has little value beyond the registration of friction and of the need of adjustment. It is not illuminating comment and criticism. The teacher naturally resents the implication that the child's entire education should consist in drills in spelling, penmanship, and figuring, flanked by stenography, typewriting, and cataloguing. If the child's employer is to have and express an opinion upon the child's school training, that opinion must be more enlightened and more improved by interest in the child's entire welfare. The teachers, failing to find such all-round judgment in members of the community who employ the graduates of our public schools, naturally come to regard themselves as the only competent judges of what the school training should be.

Fortunately this gap between the community and the school has been bridged at a number of points. The schools have undertaken a certain amount of vocational training, and upon strictly vocational training the comment and criticism of those representing these specific vocations is felt to be pertinent. It has been even in some degree sought by the school itself. Out of this interplay have arisen various departments of vocational training, such as technical high schools and commercial high schools. In touch with these schools the business and technical men have formed advisory boards for consultation with the teaching and administrative forces of the school, both as to curriculum and as to the actual conduct of the training itself, and the teacher, on the other hand, has on occasion followed the child in his first entrance into work, at times guarding the child's

interests and himself getting concrete material for the subject matter of the schoolroom work. The commercial high schools in Boston and in Cleveland and the technical schools in a number of our cities are illustrations of institutions in which the occupational training already present in the school has not only been improved by this technical outside interest and cooperation, but in which the vocational training has become more educative and cultural than it was when it lacked this outer stimulus to efficiency.

The inference from this is that what we have lacked in the community's complaints against school training has been a larger and more fruitful contact between the school training and the social situation for which the child is trained.

No one will assume that such instances as these solve all the many problems of education which, old and rising in novel forms, face the teachers and administrators of our great public school systems. A very large number of our school children are not and can not be oriented toward such specific occupations that their training can be made frankly vocational, and we would be turning our backs upon the best educational traditions if we should separate those who graduate from the grades or the high schools into shops and offices from those who will continue their scholastic training or who have no specific vocations before them. A democratic education must hold together the boys and girls of the whole community; it must give them the common education that all should receive, so diversifying its work that the needs of each group may be met within the institution whose care and generous ideals shall permeate the specialized courses, while the more academic schooling may be vivified by the vocational motive that gives needed impulse to a study which may be otherwise unmeaning or even deadening.

Vocational training came into the American school system somewhat tardily, but it has at last passed the door. It is true that it still remains a question whether in the immediate future it will be frankly recognized as an integral part of our public school work under a single direction, or whether, under a separate direction, it is to be kept outside the organized system of public education.

However this question may be answered in the immediate future, I can not believe that eventually it will be possible to keep separate two sides of the training of children which in material and method supplement each other—as theory and practice, as material and interpretation, as technique and application.

There is a further powerful argument against the separation of vocational training from academic training in the public school, and that is that vocational training has made the contact with the community conditions under which this education is to be used and has thus brought itself into a normal situation within which it must be

checked and tested by its results. It is just this contact which our public-school training for life has hitherto lacked. In so far as vocational training and public schooling can become a part of the same educational process, just so far will the benefits of this close functional relation between the children's training and the life of the community pass over to all parts of the preparation of our children for life. I know of no answer that can be made to this argument except one which must maintain that vocational training may not be educational, and that the more academic subjects of the school curriculum have no organic place in the curriculum of vocational training—contentions which the best vocational training in this country and in Europe abundantly disproves.

It is to the other phase of this contact of the school with the community to which I wish to direct especial attention, the answering phase of vocational guidance. I hope, however, it has been sufficiently emphasized that vocational training and vocational guidance are normally linked together. Through these two doors the community gains admittance to the school.

Perhaps the most striking evidence that the community through vocational guidance is able to cooperate healthfully with the school and exercise a legitimate criticism in the process is found in the fact that the school more or less unwittingly has been itself a vocational guide, has been determining what occupations many of the children who leave school shall enter, and the further fact that this unwitting guidance and direction, just because it has been largely unintentional, has been in no small degree unfortunate for the children. In so far as the school has fitted its pupils to enter one occupation rather than another, just so far it is guiding them to this vocation.

If the school had in the past as deliberately trained the children in the mechanical arts, had centered its study of history as diligently around the growth of industry, had studied the industries in the community as earnestly as it has trained them in the arts of the office and the counter, as it has organized its study of history about literature and politics, as it has studied the careers of its successful politicians, warriors, and literary men, it would unquestionably have been guiding them toward the mechanical occupations. But the school has uncritically accepted the general attitude of the community that each child should take advantage of the unequalled opportunities that America has offered of getting up in the world; and the uncritical assumption back of this attitude has been that the upward path lay away from the labor of the hands and led toward the labor of the wits, and that these were trained by the uses of language and mental arithmetic. Success has generally meant achievement in business, in politics, or in one of the professions; and the schools, apart from the

generalities found in its reading books or heard from its rostra concerning the nobility of labor and the beauties of the simple life, have unconsciously adjusted themselves to those callings in which lay the opportunities for the successful man. The training in these branches has not been extensive, but it used to be the boast of our American society that the grounding of the three R's gained in the common school was all that was needed for the energetic man; that he had much better get the rest of his vocational training in business or politics than in the school; while the professional man must gain his technique in professional training schools.

While the curricula of both the elementary and the secondary schools have been immensely enriched, especially in those subjects which are termed cultural, the trend of the training has continued to be toward business, politics, or further preparation for college or professional study. It has followed very naturally from this that the children find themselves directed toward office work, and that when training is offered in mechanical arts side by side with the technique of office work the training for the white-collar jobs is the more attractive. The schools growing up in the traditions of the American community have been guiding the children toward a certain type of vocation.

We have referred to positive guidance. There is a negative guidance, which is the more serious, because it arises from a lack of vocational training or direction. In the schools of the country at large between 40 and 50 per cent of the children in the elementary schools are eliminated before they have finished the grades—that is, before they have acquired a common-school education. It is the judgment of those who have studied these children that they are not able to retain even the meager acquirements of the lower grades. They are less capable readers and writers of English and less capable figurers in the years after they have left school than they were in the school itself. They constitute an inconsiderable fraction of those who attend the night schools. They have not that minimum of education which our common-school system, with the compulsory attendance regulations, contemplates. They are not fitted for any but the unskilled vocations; and our community, in leaving the schools with their predominantly academic curricula, their direction toward only one type of vocation and the inadequate laws governing school attendance is much more effectively guiding these unfortunate graduates of the fourth, fifth, and sixth grades toward the unskilled occupations than any system of vocational training could guide its graduates into the skilled trades.

It is impossible for the community to avoid the task of guidance. If it is not undertaken consciously and with adequate forethought,

the schools, from the very nature of school training, its adaptation or lack of adaptation to the occupations of the community, its success or failure will determine in large degree what doors shall be open or closed to those who leave school. The aptitudes and ambitions gained in school and from the surrounding neighborhoods shape the children's possible careers.

This guidance must be incomplete even when the school system frankly recognizes its duty toward vocational training. It is through the door of the vocational guidance and training that the school enters into immediate concrete contact with the homes and neighborhoods from which the children come, as well as with the industries into which they enter, and the meaning for the school of this contact is not exhausted when it undertakes various types of training in the industrial and household arts. The destination of the particular child can not be left to his own immature judgment or whim; nor is the teacher alone a competent judge; nor can the decision be safely left to the parents alone—in whose hands it might seem to be most safely left.

The experience in vocational guidance in England and in this country is conclusive upon this point. The parent, the social worker who so frequently must help parents to interpret their social situation, the teacher, and some one who understands the labor market for children and the character of the occupations, especially what they have to offer the employees in the future, must get together if the best possible chance is to be offered the child. This is especially true if the child leaves school with but little training and faces a market for only unskilled labor. To find that opening which carries with it some training in skill, some future beyond the minimum wage, which avoids the blind alleys and the many pitfalls that child labor so abundantly provides, to find this opening for the immature child who goes out to work for the community under the least satisfactory conditions is surely the common duty of the school and of the community. And it is an individual task that has a new character with each child. It can not be undertaken or carried out in a wholesale manner. No child should leave school to go to work without the benefit of all the guidance which those who have reared and taught and are about to employ him can give. The meagerness of the training which we can give the majority of our children emphasizes this duty. It is further emphasized by the value for society of the human material with which we are dealing.

But in our interest in the particular child we must not overlook the immense value which such interest should have for the school itself. It is the process by which the institution of the school passes from its fixed dogmatic stage into that of a working institution that has come to consciousness and can test its methods and presupposi-

tions by its results. For in this task of guiding the individual child into his occupation, the school faces its own accomplishment tested by the most important value which society possesses, its future citizen. The standpoint for the judgment of the school and all its works is inevitably given in the conscientious attempt to guide the particular child into the best occupation he can find in view of his training and background.

It is upon this phase of vocational guidance that I wish to insist—its value for the school. Its importance for the individual child is too evident to need argument or rhetoric. The obligation of the community that employs the child; that too often exploits him; that turns him loose upon the streets at the age of 14 and refuses him any employment with a future until he is 16; that invests great sums in an education which half the time it does not carry to the point of adequate return either to the child or to the community—the obligation of this community to reach out its hand to the child and guide him to the most favorable opening is also evident enough; the only difficulty is to find the corporate bodies of the community upon whom this obligation can be fastened. To a very large extent this sense of responsibility has come home only to the social worker whose interest in the child and his family has made his individual case real and pressing. Even the employer has come to realize in some cases the value of vocational guidance to the business that employs the child. The teachers who inevitably feel a genuine interest in their pupils will, if they are able, extend this interest to these most crucial moments in the child's career—when he seeks his first job. Beyond this human interest there is the import to the school of this first test of the child's training. The test, of course, is that of the whole educational process and it affords ground to criticize the age at which the child comes to school, the whole training given in the school, the age of leaving school, the forms of occupation these factors prescribe for the child, and the care of the child after he has left the schoolhouse up to the time of the completion of his training for his occupation.

It is not too much to say that our schools are still in one respect medieval. They assume more or less consciously that they are called upon to indoctrinate their pupils, and that the doctrine which they have to instill—whether it be that of language, number, history, literature, or elementary science—is guaranteed as subject matter for instruction by its own truth, by its traditional position in the school curriculum, and finally by its relation to the rest of the ideas, points of view, artistic products, historical monuments, which together make up what we call our culture. These tests of subject matter in instruction may be fairly called internal and do not carry the judgment of the pedagogue out of the schoolhouse. The subject matter is determined, then, in a real sense by authority, and it follows that

when the results of the training are disappointing, the pedagogue feels that he is secure within his institution and can calmly pass the charge of inefficient training on to other social agents and conditions. No one will question the legitimacy of these tests if they are recognized as organic parts of the larger test of the working of the child's school training when brought up against its use in practice.

The medieval character of the school is shown in the separation of the institution, which has the doctrines of education intrusted to it, from the other training processes in which the intellectual content is at a minimum and the practical facility is at a maximum. In the real sense the doctrine which the school inculcates should be continually tried out in the social experience of the child—there should be a play back and forth between formal training and the child's actual conduct. Until this is brought about the school will continue to be in some degree medieval and scholastic; but every fresh contact with the situation of the child who has been imbibing the doctrine and now must make use of his training in his social world outside is of immense value in enabling us to bring the child's training as a whole a little nearer the normal education of the citizen to be. No small part of this criticism must fall upon industries which are willing to exploit children, in some sense enticed from the school by the promise of a paltry wage, and upon the inadequate training regulations of the governments of our school districts.

After all, the school is the self-conscious expression of the community in child training; it is the rational, intentional institution; and however essential the activity of outside agencies are in direction and training of children, the school should be the central and organizing agency. It can, however, become such a central and organizing agency only as it abandons its medieval position of giving a body of doctrines and techniques which find their justification in themselves rather than in their value in conduct, at home, in the neighborhood, and in the vocations.

Such a testing of the doctrine and technique of school training is not to be taken in any narrow sense. In the first place, it is the final good of the child rather than his immediate wage that must be considered; in the second place, we all realize that many of the values that accrue to the child from the school training are intangible and can be stated with difficulty, if at all, in terms of his success in a trade or an office. What I am pleading for is the recognition that it is in relation to his vocation that all the child has acquired should be regarded, even if some of the acquirements are intangible and can not be weighed in the coarser scales of wage and advancement. In a word, it must be through the child's vocation that he can get to the positions in which these very intangible results of schooling will have

their season of flowering and fruiting. Unless a child can get into life he can not have it, no matter how well he may be prepared to appreciate much that is fine therein. The school may not concentrate its efforts upon values to be realized later unless it sees doors open through which the child can reach the uplands of life. It is the whole life of the child that the school must envisage, but it must conceive of it as growing out of the child's first beginnings in the world after he leaves school. Unless the school helps the child effectively into the larger fields, it is in vain that it has given him their chart.

Now it is at least consonant with the traditions of American schooling to assume that culture and training form a whole, and that the higher values grow out of the immediate necessities; to assume that in the immediate experience of the child there are found the opportunities for development of what the school has to inculcate. It is not only possible, but pedagogically correct, to give a child the history of his country from the standpoint of the industries into which he must enter; to follow the line of the child's vocational interest in organizing his course of study, with the full recognition that such a vocation has its essential relations to all that the child has to learn. Even from the point of view of the subject matter of the curriculum, the school can profit by making its standpoint vocational guidance, the guidance of the child becoming the guiding principle of the curriculum. The illustration has been taken largely from the case of the children who go direct from an incomplete elementary schooling into the shop, factory, or office; but it must be remembered that the same principle holds, whatsoever the vocation of the child may be, and it is even true that the child may well profit in his elementary and perhaps secondary training if he looks toward some vocation whose outline he can discern better than the profession which he may later follow. Trade training when adequately given is sound education even for those who will not be tradesmen.

But it is the still broader outlook that I would insist upon for the school. Not only should the school conceive of its subject matter and method from the standpoint of the success and failure of the children when they leave school; it should be humanized and socialized more completely by keeping the human fortunes of its children perpetually before it, and by continually questioning its own material and method when its graduates stumble and fall before the obstacles that confront them when they leave the schoolhouse. It should be so organically related to the other agencies that regard the success and failure of children—the home, the social workers, the employment agencies, the employers and their various plants, the higher schools into which some of its pupils will pass, and the whole

community into which as citizens it will send its students—that the contacts which vocational guidance brings with it will be largely sought and intelligently used for purposes of criticism and interpretation.

To sum up, vocational guidance means testing the whole training given the child, both within and without the school. It is the point of contact with the outer world from which to criticize both this training and the occupations into which society admits the children whom it has partly educated. The healthful relation of the school to the community, and especially to the other agencies that train our children, depends upon the school making the standpoint of vocational guidance a dominant one in its whole organization.

In accepting this standpoint the school will abandon the medieval position and will come into full human relationship with homes, neighborhoods, occupations, and all the agencies that are bound up with the development of the rising generation. In accepting the challenge of formulating the education of the child on terms of the uses to which he will put it, the school should abandon nothing of the higher values of which it conceives itself to be the carrier, but should recognize its task to be the statement of these values in terms of the child's own experience.

In vocational guidance the school finds its supreme task as the conscious educational institution of a democracy.

In endeavoring to formulate the larger meaning of vocational guidance for the school, I seem to have gone away from the immediate concrete and often meager undertaking of the vocational guidance with which we are familiar, but acquaintance with intensive studies of the schooling and occupations of children in a poverty-stricken industrial section of Chicago has convinced me that the task of following up the boys and girls who, with incomplete schooling, search after wretched jobs, brings out with terrible force the necessity of regarding and judging our whole process of child training from the standpoint of the vocations into which we are unconsciously driving them. The children are worth so much more than the occupations to which we dedicate very many of them, and, after all, the school is the one institution which can express this value of the children in terms of the preparation it gives them for life; hence it can speak with authority to society as to the occupations into which the children may enter. It is at this meeting point of training and occupation that the school can criticize its own achievements and at the same time the life into which the children are to enter. It seems to me of supreme importance both to the children's training and to their vocations that both should be formulated in terms of vocational guidance.

C.—STUDIES IN OCCUPATIONS.

LEONARD P. AYRES,

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Recently we have been conducting a series of studies in the division of education of the Russell Sage Foundation with the object of finding a fact basis for some of our thinking and acting in regard to vocational education and vocational guidance.

One of our investigations consisted of a study of certain facts concerning the 13-year-old boys in the public schools of 78 American cities, and of their fathers. We chose the 13-year-old boys because they are in the last year of compulsory school attendance. They are the ones who under present conditions leave school in large numbers to enter money-earning occupations. The first fact that we learned about these boys was their school grades. We found that they were scattered in every grade, from the kindergarten through the high school. More significant still, we found that one-half of them were in the sixth grade or below. To my mind, the significance of this fact is that the kind of vocational guidance that these boys need is the kind that will keep them in school longer, and the kind of vocational guidance that these school systems need is the kind that will help them to carry such boys as these forward through the grades further and faster. Certainly, the boy who has completed the compulsory-education period and is in the third, fourth, or fifth grade is not prepared to enter any money-earning occupation.

Another thing that we found out about these boys and their fathers was where they were born. This inquiry disclosed the facts that among the fathers only 1 in 6 is now living in the city where he was born, and that among the boys only a little more than one-half are living in the city of their birth. These facts seem to indicate that vocational guidance must have a broader outlook than that which relates solely to the local industries; for, if present conditions maintain in the future, one thing that we can be sure of is that many of the young people of any given community will eventually find their life work in some other community.

The next set of facts that we gathered concerning the fathers of these boys related to the industries and occupations by which they earn their livings; and the analysis of these data brought to light the significant fact that there are some occupations common to every community, which we may therefore term "constant" occupations. Other occupations are found in some localities and not in others, and these we may term "variable" occupations. The constant occupations are those that are necessary to maintain the many branches of the enlarged municipal housekeeping that must go on wherever large

numbers of people live together in one place. For example, house painting must be carried on in the city where the house is, while paint may be manufactured anywhere. The baking of bread must be carried on by each community, but crackers can be baked somewhere else and brought into the city.

In making our analysis of constant and variable occupations we enlarged the scope of our inquiry so as to include all of the cities of the United States of more than 50,000 population. We discovered the facts concerning the number of people engaged in each of 140 separate occupations in each one of those cities. As a result we found that there are 20 constant occupations in which the number of men workers is at least equal to 1 for every 1,000 of the population, and 7 constant occupations in which the number of women workers is always at least equal to 1 for each 1,000 of the population. We discovered, for example, that in any city in the United States of 50,000 population you will always find more than 50 barbers, and that in the average city of that size you will find 150 barbers. It so happens that this is the most constant of all occupations, so that if anyone knowing these facts had been able to foresee that Gary, Ind., for example, would be a city of 40,000 population, he would have been able to prophesy ahead of time that the city would employ approximately 120 barbers. These constant occupations, with the number of people engaged in them in the average city, are as follows:

MEN.		WOMEN.	
Occupations.	Average number workers per 1,000 population.	Occupations.	Average number workers per 1,000 population.
Bakers	2	Housekeepers	2
Shoemakers	2	Nurses	3
Street railway men	3	Laundresses	4
Plumbers	3	Saleswomen	4
Barbers	3	Teachers	5
Masons	4	Dressmakers	9
Blacksmiths	4	Servants	25
Printers	4		
Engineers	5		
Waiters	6		
Bookkeepers	6		
Printers	7		
Machinists	8		
Steam railroad men	11		
Carpenters	11		
Salesmen	12		
Teamsters	12		
Clerks	15		
Storekeepers	15		
Laborers	37		

It is almost certain that if this list was brought up to date two, and only two, additional occupations would be included—those of stenographer-typewriter and chauffeur. These occupations include in the aggregate more than half of all the people engaged in gainful occupations in all our cities. These facts appear significant. They

seem to indicate that if all other conditions are equal, vocational guidance should give preference to occupations that are everywhere constant over those that are not.

Our next study consisted of a consideration of certain characteristics of different industries which it would seem fair to take into consideration in deciding whether or not any given occupation holds out such promise to the future worker that it may justly ask the cooperation of the public schools. In considering these tests or criteria for judging industries, we have taken the somewhat unusual position that if any industry is to demand of the public schools, "Train our future workers," the public schools not only may but must ask of the industry, "What have you to offer?" We are looking at this matter from the point of view of the producer and his quality, and not from the point of view of the product and its quantity.

Taking six common manufacturing occupations at random, we asked, first: "What are the current weekly wages paid to adult male workers?" In this comparison we have found the percentage of adult male employees in each of these industries receiving weekly less than \$10, the percentage getting as much as \$10 but less than \$20, and the percentage getting \$20 and more. Our object here was to find out whether there was in each industry, in the phraseology of George Ade, "always room and board at the top." Our results were as follows:

Weekly wages in certain occupations.

Occupations.	Percentage of workers receiving weekly—		
	Under \$10.	\$10 to \$20.	\$20 and up.
Printing.....	36	50	14
Agricultural implements.....	48	48	4
Bakeries.....	33	63	4
Breweries.....	16	75	9
Shoes.....	54	41	5
Pianos.....	31	60	9

It is not only important to know how much each worker finds in his pay envelope each week, but we also need to know how long he works each day to fill that pay envelope; so our second question related to the prevailing hours of work. The results are as follows:

Occupations.	Hours per day.
Printing.....	8
Breweries.....	8
Pianos.....	9
Agricultural implements.....	9½
Shoes.....	9½
Bakeries.....	10

While wages and hours of work are of prime importance, the problem of the amount of unemployment during the year must also be taken into consideration; and this we have investigated by finding what proportion of the workers are idle during each of the 12 months.

In judging these industries the factors affecting economic efficiency are of prime importance, but those affecting physical health must not be disregarded. This last item has been studied by finding the death rates per 1,000 employees in each of the industries, with the following results:

Occupations.	Death rate per 1,000 employees.
Shoes	9.4
Agricultural implements.....	10.5
Printing.....	12.1
Bakeries	12.3
Pianos	18.0
Breweries	19.7

We have included one more factor in our series of suggested tests, and that relates to the degree of concentration of the industry. It is important to know whether the industry is one in which the chances of employment are relatively good throughout the country, or one confined to a restricted locality. Taking some extreme cases, we found, for example, that 79 per cent of all the cuffs and collars manufactured in America are made in the small city of Troy, N. Y.; that 87 per cent of all the grindstones are manufactured in the State of Ohio; and 57 per cent of all clothing is made in New York. There are about 20 other important industries that are to a greater or less degree in the concentrated class.

To summarize, some of the larger social, economic, and educational bearings of this problem, as they have presented themselves to us during our investigations, are as follows: If we are to engage in vocational guidance, our first and greatest need is a basis of fact for our own guidance. The kind of vocational guidance that many of our children most need is the kind that will guide them to stay in school a few years longer, and the kind of vocational guidance that our schools most need is the kind that will show them how to carry the children forward through the grades further and faster. Vocational guidance must have a wider horizon than that offered by the local industries. Other conditions being equal, vocational guidance should favor constant occupations over localized ones. Vocational guidance must be prepared to challenge each industry intelligently, and on the basis of ascertained fact, and to demand of it that it show a clean bill of health with respect to such important factors as wages, hours, unemployment, and hygienic working conditions.

II. PRACTICAL, SCIENTIFIC, AND PROFESSIONAL PHASES OF VOCATIONAL GUIDANCE.

A.—LESSONS EUROPE HAS FOR US.

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The different cities of England, Scotland, and Germany, particularly cities like Birmingham, Liverpool, York, London, Edinburgh, and Glasgow, have developed a vast machinery of service to tide over the transition from school to work, but it is my impression, after looking over the work with some care, that these communities have become too much engulfed in the transition problem of placement to give sufficient thought at the present time to a lessening of the causes which produce such a rush on the labor exchange. It is not a difficult matter to open an employment office and find jobs; and the fact that there are 400 labor exchanges in England is interesting and important only to this extent, that they have begun to organize the labor market—something we have not done in this country.

So far as there is an organization of the labor market, the work on the other side is praiseworthy. So far as the organization of the labor market has swallowed up the child market for labor without clearly differentiating the peculiar problems of children under 18 years of age, the plan is rather too big to be thoroughly effective from our vocational guidance viewpoint. They content themselves on the other side, particularly in Scotland, with seeing to it that all the children who are given places go to night school, to their so-called continuation schools. Their eagerness for night-school enrollment appears to have made them quite lose sight of a fact which we feel very strongly in America, that the only right time for children to be found in night schools is the day time.

Perhaps this great overdevelopment in England and Scotland may delay certain fundamental policies which legislation alone can effect. Nevertheless, this vast system of voluntary service of public-spirited women—there are 1,500 in Birmingham alone—and these vast nuclei of voluntary committees are educating a certain proportion of the English public to see the child problem in modern industry, and it is to be hoped that one of these days they may unload a good deal of

this detail and begin to ask, Why so busy in our labor exchanges? Then we should, indeed, be on common ground.

As to Germany, we have heard much about the continuation schools, which are, indeed, excellent. We have not heard, however, that some of the most thoughtful men and women in Germany have been agitating quietly and now are agitating openly for a system of vocational counseling to safeguard the part-time vocational schools. With all this system of efficient part-time training, it is as true in Germany as it is in England and in this country that the jobs which amount to nothing pay the highest wages and attract most of the children, and it is also true that the problem of the boy or girl in unskilled callings is hardly even considered.

It is interesting to note that in Bavaria, where the continuation schools are best known to us, the Social Democratic Party has in its recent convention written into its municipal platform a strong statement in favor of municipal vocational bureaus to serve, on the one hand, the schools which have not the economic contact, and, on the other, the labor bureaus which have not the social outlook. Within two or three years some of the directors of the municipal statistical offices, who are usually trained economists, have seen the gap between the elementary school and the continuation school. In three or four cities the directors of these offices have established what they call parent consultation hours. They have taken the valuable statistical material hitherto compiled only for the student and dealing with the labor market, apprenticeship, conditions of employment, demand for employment, and the rise and fall of wages, and they have made that information available to parents, children, teachers, and employers who resort to these offices for expert consultation.

I have not found, either in Germany or in England, any considerable recognition of the fact that the vast scheme of medical inspection and factory inspection misses fire at the point of most concern to us, the employment of the child. Since this is a world lack, I hope we shall all call attention to the need of so coordinating our medical inspection that it may be something more than a preventive of school epidemics; so that it may be something more than perfunctory; so that it may in time develop vocational specialists among the physicians, who are almost the most valuable persons at certain times in the whole scheme of vocational guidance.

Finally, the validity of any vocational scheme, whether abroad or here, may be tested by one very simple test: What does it mean to the child and its future? All vocational service takes its meaning from its relation to the child, not its transitory relation, not its statistical relation, but its fundamental relation of continued and far-sighted service. With these tests in mind, we shall be able to grade

the vocational lessons from Europe as some good, many indifferent, and many—I shall not say poor—but promising and incipient.¹

B.—PSYCHOLOGICAL TESTS IN VOCATIONAL GUIDANCE.

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Psychological tests in vocational guidance are of two sorts. Those of the first sort have for their aim the selection of people for positions. Such tests are now being put into practical application in several occupations and industries. They vary in kind from the simplest sensory tests to complicated evaluations of complex mental operations.

Among the simplest of such tests are those for vision, hearing, and color discrimination given to all recruits in the Army, Navy, and Marine Corps. Similar, but more exacting, tests of the same sort are given to candidates for licenses as pilots and for positions as officers of ships.

Railroad employees, and in some cases those of street railways, are subjected to tests of vision, hearing, and color discrimination. In the case of the trainmen, the color discrimination tests result in the rejection of about 4 per cent of the applicants. The tests are repeated every two years for all the men and at intervals of six months for those suspected of defects in color discrimination. In all of these cases the tests have for their object merely the detection and rejection of unfit applicants.

In at least three industries psychological tests are in use that are more highly developed in character and have for their object the more difficult task of selecting from among all the applicants those best fitted to perform the work.

The first instance is the work of Mr. S. E. Thompson, who used reaction time tests in selecting girls for the work of inspecting for flaws the steel balls used in ball bearings. This work requires quick and keen perception accompanied by quick responsive action. Mr. Thompson measured the reaction time of all the girls and eliminated those who showed a long time between stimulus and reaction. The final outcome was that 35 girls did the work formerly done by 120; the accuracy of the work was increased by 66 per cent; the wages of the girls were doubled; the working-day decreased from 10½ hours to 8½ hours; and the profit of the factory was increased.

¹ For detailed information about vocational guidance in Europe, see Bulletin of the Bureau of Education, 1914, No. 4: *The School and the Start in Life*, by Meyer Bloomfield.

The second of the three cases is the work of Münsterberg, of Harvard, in testing street-car motormen with the object of selecting those least liable to be responsible for accidents. From several viewpoints this problem is of great practical importance, inasmuch as some electric railroad companies have as many as 50,000 accident indemnity cases a year, which involve an expense amounting in some cases to 13 per cent of the annual gross earnings.

The motormen were examined by means of a somewhat complicated laboratory apparatus constructed for the purpose of testing their powers of sustained attention and correct discrimination with respect to a rapidly changing panorama of objects, some moving at different rates of speed parallel to the line of vision of the subject, and others crossing it from right and left.

The results of the experiments showed that the tests were fairly accurate in sorting the motormen for efficiency as demonstrated by actual service. The tests require about 10 minutes for each individual. Even in their still unperfected form their application would result in the rejection of about 25 per cent of those who now are employed as motormen. There can be little doubt that this would result in a large reduction in the number of deaths and injuries from street-car accidents.

The third and last example of the application of psychological tests to the selection of employees in industry is the series of tests of telephone operators. These also were conducted by Münsterberg.

The American Telephone & Telegraph Co. employs some 23,000 operators. Applicants for positions are given a preliminary training of three months' duration in the company's schools, during which time they receive salaries. So many eventually prove unfitted for the work that more than a third leave within 6 months, involving a financial loss to the company of many thousands of dollars each year. The object of the tests was to develop methods whereby the unfit girls could be eliminated before, instead of after, entering the service.

The girls were examined with reference to memory, attention, general intelligence, space perception, rapidity of movement, accuracy of movement, and association. The results showed that the girls who gave the best results in the tests were most efficient in practical service, while those who stood at the foot of the list failed later and left the company's employ. It seems fair to conclude that when such tests are perfected, short examinations of a few minutes each will prevent thousands of applicants from wasting months of study and training in preparing for a vocation in which they can not succeed.¹

¹ The accounts of the tests of motormen and telephone girls are taken from *Psychology and Industrial Efficiency*, by Hugo Münsterberg, Houghton-Mifflin Co., Riverside Press, Cambridge, 1913.

In the cases so far reviewed the persons tested have been applicants for positions. With a somewhat different purpose Prof. James E. Lough, of New York University, has tested beginning students in stenography and typewriting to determine which ones possess the abilities which will enable them to succeed. The tests used are designed to measure the subject's ability in habit formation. The experiments are still under way, but already results have been secured which warrant the conclusion that a method has been devised which successfully separates the fit from the unfit candidates.

In addition to these cases in which psychological tests are being successfully applied to vocational problems, several pieces of experimentation are now under way to develop similar tests for marine officers. Ricker, of Harvard, has constructed apparatus for testing chauffeurs. Whipple, of Cornell, has done some work with tests for motormen. Seashore, of Iowa, has published a most careful study of tests of the ability of a singer. So far as is known, no work in this general field has been done in Europe.

All of the tests referred to up to this point are of the sort mentioned at the outset. All of them have as their purpose the selecting of persons for positions.

The second sort of psychological tests in vocational guidance are those having for their purpose the selecting of positions for persons. Up to the present time none has been developed, although expressions of a longing for them and faith that they will ultimately be discovered are features of the literature of the vocational guidance movement. Even definite attempts in this direction are few. In Chicago Dr. McMillan is doing some hopeful work. In Cincinnati Mrs. Woolley has records of tests of the intellectual abilities of 800 children and records of their industrial success or failure, and she hopes to correlate the two sets of data.

In various parts of the country vocational experts are at work who base their decisions not on the results of psychological tests, but rather on character diagnoses made from an inspection of the applicant and from a general evaluation of his answers to questions about himself. The defect of this method is that the questions are put for the purpose of revealing the personality of the subject, but since the replies can not be evaluated until the questioner has some basis for knowing with what degree of truth and significance they have been answered, the whole effort tends to move in a circle. Some of the experts who employ these methods unquestionably obtain good results, but until their tests become objective rather than merely observational and until the results are definitely recorded so that they can be accurately studied, it can not be claimed for them that they have attained the dignity of scientific status and reliability.

Nevertheless, the present situation is that we already have some tests for selecting people for positions and no tests for selecting positions for people. The reason is not far to seek; in one case the problem is vastly more simple than in the other. When we select people for a position, our problem is to sort out the more fit from among the applicants. This involves the development of methods for discovering the degree to which each candidate possesses the needed qualifications for one kind of work.

When the object is to select a position for a person, the problem is to discover which one of a vast number of possible sorts of work the person is best qualified to do. The difficulty arises from the almost unlimited number of possible alternatives.

At the present time we possess a rudimentary knowledge of the qualifications demanded in four occupations—those of inspector of bicycle balls, motorman, telephone operator, and typewriter. Moreover, in the cases of at least two of these occupations the tests required for even a rough sorting of the applicants are numerous, long, complex, and must be given by a trained psychologist.

Now the total number of separate classes of gainful occupations listed in the occupational index of the United States Census is 9,326, and many of them should be split into several subdivisions. This reveals something of the magnitude of the task of sorting children according to their vocational destinations.

Nor is the mere number of our occupations the only difficult feature to be faced. Modern industry is subdivided into occupations of which teachers and psychologists have, as a rule, slight knowledge. For example, if we open the occupational index to "S" we find a list like the following:

shooter	skimmer	sleever	smelter
shoveler	skinner	slider	smith
silker	skiver	slipper	smoker
slinger	slasher	slitter	smoother
sizer	slater	slubber	snapper
skelner	slaughterer	slugger	soldier
skidder			

Now, when we propose to guide children into vocations, we must remember that large numbers of them are going into just such vocations as these. It is true that only a part of the 9,326 gainful occupations are available to the children of any one locality. It is also true that the same sorts of tests would undoubtedly serve for many different occupational examinations. Again, we must remember that we are using a false analogy when we refer to fitting square pegs into round holes in talking of vocational misfits; for people and positions are both plastic, not rigid, and much mutual change of form often takes place without injury to either person or position.

Nevertheless, even after all allowances are made, the inevitable conclusion remains that in vocational guidance the greatest field of immediate development for psychological tests is in choosing persons for positions rather than in selecting positions for persons.

The possibilities in the former field of effort are inspiring. When the best possible adjustment shall have been attained between work and workman, each one will have his full opportunity to achieve at least something for commonwealth and common weal; the tasks of the world will be better done and the workers will receive greater rewards, deeper joy, and fuller satisfaction in their doing.

C.—NECESSITY OF PROFESSIONAL TRAINING FOR VOCATIONAL COUNSELING.

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Reduced to its lowest terms, the chief work of the vocational counselor is to deal with individual persons who are in need of help in choosing a life career. There are, however, factors involved in doing this which make it expedient and necessary for him also to be no less a counselor for the vocations themselves on the one side and for the schools on the other. Of course, there is the great problem of the floating population, the vocational tramps, who need help periodically in getting jobs; but aid given them is essentially in the nature of the employment agent's work. His problem is to know opportunities for immediate employment and to connect the given job with a man who can do it. He gives no advice, counsel, or information save only that necessary to provide the employer with his man, the man with his job. The work of the counselor, however, is concerned much more with the choice of permanent life work. He is, therefore, dealing with a problem that is fundamental, both from the standpoint of the individual seeking his place in the world's work, and of the social world for which his work is to be done.

Whether one who assumes responsibility for such counsel should have professional training may be best answered by noting the elements of specific work which he is to do and the qualifications required to do it. Upon the efficacy of his counsel depends the weal or woe of many individuals and the consequent well-being or misfortune of the society these individuals serve.

Among the qualifications which seem to me to be necessary for successful counseling, I shall note specifically four which are inclusive of many minor elements. These are: Information, experience, appropriate personality, and capacity for constructive research.

The information definitely needed is of two types—that of the vocational world and that of people. It is manifestly impossible for any one person to know the details of all of the several thousand different kinds of work by which people maintain a livelihood, but it is possible to know something of each of the relatively small number of groups of vocations into which these may be classified on the basis of fundamental activities involved. First of all, there is the grouping into the five large divisions, the professional, the commercial, the agricultural, the industrial, and the household. Within each field are subdivisions rather well defined in some particulars. In turn, each of these subgroups is divisible into specific phases of work, making a total of several thousand different kinds of occupation. There are, however, many overlappings in these occupations from the standpoint of the activities and qualities required for efficient service. As a matter of fact, we know little that is of fundamental character in the classification of qualities for vocational success, nor of the activities that are fundamental in the vocations themselves. Viewed from this one standpoint the hit-or-miss, leap-in-the-dark quality of advice given by a counselor who does not even know the little now known and who has not the training and capacity for further discovery is quite apparent. The fundamental activities involved in the larger groups of vocations and their more important subdivisions the vocational counselor should know as the analytical chemist knows the elements, the families of elements, and the compounds of these elements and families of elements.

The counselor must know not only the more fundamental activities involved in these various fields and the personal qualifications required to conduct them, but he must also know the conditions of the occupations as they exist from time to time. The relationship between present and probable supply and demand, the relative wages, and the changes in methods, devices, and organization affecting the workers must all be more or less at his immediate command. Illustrations may be drawn readily from the fields of farming, commercial work, and manufacture to show that new inventions are constantly supplanting whole groups of workers, leaving them out of employment and unable to derive any help whatever from a technical training which may have been developed only through a long and devoted period. A current illustration of this is clearly evident in the commercial field. Stenographers have been in great demand, and means for preparing them have developed in response under both private and public auspices. If a young man or woman seems well adapted to this field, nothing is easier than to advise attendance upon a school appropriately fitting for such work, assuming that such a

school exists. But a disturbing factor immediately appears when it is learned that the dictaphone has begun an invasion of this field which points toward the early elimination of the stenographers from perhaps one-third to one-half of the offices in which they have heretofore been indispensable.

A knowledge of the initial wages in the various occupations is entirely inadequate for the purposes of the counselor. Possibilities for training, advancement, and increase in wages are altogether of more significance than are initial wages. There are hundreds of jobs that offer wages alluringly high for boys in their early teens, 16, 18, or even 20 cents an hour; but there is nothing in the work save the easily attained maximum of the 20 cents an hour. The end of the "blind alley" is reached. When manhood overtakes the worker in such a calling, he either morosely submits to a life sentence of dulling, monotonous drudgery with all that this implies, or he changes to some other occupation, rarely finding one with much more chance of growth or advancement than the first. Dissatisfaction leads him again to change, and the probability is strong that he will soon become a permanent member of the class of "job floaters" or "hoboes." All such occupations the counselor must know.

The counselor must likewise know in which vocations the capital for success lies primarily in manual skill, and in which it is chiefly a matter of vocational intelligence. In the transition from handicraft methods of manufacture to factory and machine production a whole generation of schoolmasters and not a few tradespeople have made the error of prescribing an effective method of training for an outgrown method of production without realizing that it was fundamentally defective in meeting the conditions for which they were presumably preparing. We all thank God and progress that the day of handicraft production has been supplanted by methods far more efficient, just as log cabins, kerosene lamps, hand-reaping machinery, and "prairie schooners" have been supplanted by inventions a hundredfold or a thousandfold more efficient. But the work of a thousand manual-training teachers in this country, fondly supposing themselves to be vocational trainers for present-day industry, shows how the factory system with its division of labor, its machine processes, and its applied science has entirely escaped them. If these and the authorities employing them have been so oblivious to conditions in the real world of industry, it behooves us to have a care that those counseling young people about to enter such callings should be alive to the world's work as it actually must be done by those taking up its problems. I count it a travesty upon our schools and a tragedy for

our boys and girls that a number of large hardware dealers in New York, who conduct supply houses for the whole country, carry a large stock of goods no longer used at all in the trades, but carried to meet the steady or even increasing demand of the manual-training departments and schools of the country.

The vocational counselor must also know people. In addition to the usual meaning which would attach to this statement, I mean that he must know how to use all of the means whereby he may be able to help the candidate to discover his vocational aptitudes and capacities and make the adjustment between these and the work appropriate for him. He must be able to make appropriate use of the tests and devices discovered by psychological research in the finding of individual differences and abilities; he must know the bearing upon the problem of race and national peculiarities, traditions, prejudices, and characteristics; he must know the influence of home and social settings and of previous experiences in determining motives, ambitions, and ideals; and he must know how to interpret those more or less elusive and intangible qualities that go to make up the thing we call personality. Thus to know people requires at least three factors: An intimate knowledge of the methods and values of making records and tests, together with their interpretation; a large background of experience in observing young people and workers in their work, in their homes, and in their social life; and a high degree of common sense or the ability to take the results of common observation and experience and from these to deduce quickly a valid judgment. This resulting judgment will seem to the casual observer a matter of intuition, but it is rather only the product of much knowledge, training, and experience reduced to terms by the instant and almost unconscious application of the expert.

Besides this crystalized experience, the counselor must be characterized by tact, decision, and unbounded human sympathy. He is to give advice, not orders. The candidate is to act as a free person, following counsel because of the appeal it makes to his ambition and sense of worth, not because of any sense of compulsion.

As a final qualification, I would add that of capacity for constructive research. Since human life, and notably vocational life, is in a state of constant change, the vocational counselor must be capable of making or of directing such lines of research and investigation as will insure his progressive familiarity with those changes to which adjustments of workers must be made. Furthermore, in our present state of poverty of knowledge relative to questions of fundamental importance in the classification of vocations and of the means for determining vocational aptitudes, the counselor will have the pressing

problem of initiating means of inquiry which will help to supply this much-needed information.

The relation of the counselor to the schools is of paramount importance. The needed changes revealed by his work must be wrought through the schools. When he looks at the conditions and needs of vocational life on the one hand and at the pitiable emptiness of the schools with reference to these needs on the other, his spirit must indeed be courageous and heroic, or it will shrink from a task that looks almost insuperable. Besides his own experiences, he reads in one of the most recent studies of the vocations entered by children between 14 and 16, based upon 4,386 St. Louis cases, that about 90 per cent entered unskilled occupations; about 7 per cent low-grade skilled occupations; and less than 3 per cent high-grade skilled occupations; that over 70 per cent of these children entered occupations demanding merely fetching and carrying—"blind alleys" in almost every case. Turning to the Massachusetts study of 1906, the New York study of 1911-12, the Cincinnati studies still in progress, the Philadelphia study of 1912-13, and to any others available, he finds this condition approximately true for the country at large. He reads that Charles H. Luddington, of the Curtis Publishing Co., Philadelphia, recently stated that:

Seventy-five applicants were interviewed for a recent vacancy in our typist force. At least 50 were obviously unfitted, and about 25 were tested before one competent worker was secured. To fill the position of correspondent, it is necessary for the Curtis Publishing Co. to interview from 10 to 50 persons; to find a stenographer, 15 to 25; a typist, 25 to 50; a high-grade clerk, 20 to 25; an ordinary clerk, 10 to 15. Whenever it is necessary to secure operators for our office appliances, which are generally used throughout the commercial world, we are obliged in 90 per cent of the cases to train them ourselves.

From these conditions in the vocations the counselor looks back to the schools. What are they doing about it all? Armies of children are dropping out, largely because the work makes no appeal of appreciable worth to them or their parents; occupations offering opportunity for growth and progress will not have them until they are 16. Counseling 100 children to enter vocations that will take but 3 is as foolish as it is vain; counseling them to go back to the schools from which they came is almost as foolish and usually quite as vain. To counsel the child to make the most of the occupation possible as a temporary measure and to take up part-time school work for entrance into an occupation that is more desirable when adequate maturity is reached appeals to the counselor as the most hopeful solution. But here arises the stone wall of ancient tradition, manned by the guns of academic schoolmasters and political boards of education, backed by a quiescent public opinion. The counselor realizes

that in most communities there are no schools, there is no school work which his honest conscience will permit him to advise as meeting the need. How long must this army of ambitious, capable boys and girls be allowed to go to the scrap heap of adult inefficiency, disappointment, and too often of pauperism and crime? How long must this army of tens of thousands ask for the bread of real, present-day life, of opportunity to prepare for gaining an adequate, respectable, and efficient living and citizenship, and be given the stones of academic gymnastics?

It is my faith that the vocational counselor, properly trained, will become the great force for bridging this gap between the vocational world and the schools. Timely, tactful, and, most of all, intelligent appeals to employers and school people (boards of education, superintendents, and teachers), revelation to them of facts, needs, and plans, should certainly be one of the most effective and far-reaching duties of the vocational counselor. To be sure, his immediate problem is partly an emergency problem—to do all that he possibly can to meet the specific needs of the individual candidates whom he is trying to aid. But if his work does not reach far enough into the vocational world, on the one hand, and into the schools on the other, to better conditions in both, to bring them closer together, and largely to remove the causes producing the emergency, then his efforts are just so much short of adequate success.

Can the vocational counselor achieve the success for which his position is established without professional training? In considering the problems of the counselor and the means and qualifications for meeting these problems, it seems to me that professional training is implied as essential at every point. His work is not a matter of a card-filing cabinet nor of the mere memory of facts. It is a work requiring trained judgment, intelligence trained to see the crucial point in a mass of complex data, a broad and intensive grasp of many complex social and psychological situations, and rigid training in the accurate interpretation of facts, conditions, and human qualities. Efficiency in these activities does not come by intuition alone nor by casual experience alone. Although every day's work of the counselor will be an asset in the work of the days following, training in every phase of the problem for which provision can be made will aid in eliminating waste from the beginning. It will save many a worker who would probably be wrecked on the rocks of misdirection. The problem comprehends the well-being of individuals, of vocations, of the school, and of society at large. For this significant work let us have men and women of the best possible professional training, that their efficiency may be in proportion to their responsibilities.

D.—THE PRESENT TREND OF VOCATIONAL GUIDANCE IN THE UNITED STATES.

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The interest in vocational guidance in this country began with the problem of the misfits—those, chiefly adults, who had failed because they had gone into the wrong occupation. The work began, not in the schools, but in connection with social settlements; and the general attempt was to interview these people who had gone into the wrong occupations and to try to help them.

The general assumption which seemed to underlie these early efforts implied a sort of "niche" theory of vocational guidance. The idea was, apparently, that there were niches enough in society to go around; that the individuals were all right, but that they had been shuffled the wrong way, and some had fallen into the wrong niches. If one could simply find out where these mistakes had been made and reshuffle the people into the right niches, the problem would be solved.

It did not take long for both of those assumptions to break down. In the first place, it became evident that there are not enough of the right sort of niches in society. In the second place, it became evident that very many of these individuals who were coming for advice had failed not merely because they had been shuffled into the wrong niche, but very largely because they had been spoiled in the making. They were no longer fit for any respectable kind of a niche, and it was hopeless to try to fit them. It therefore came to be realized that there was a much more fundamental problem involved, and that this fundamental problem was really, in the first, how to avoid spoiling these individuals; and how, in the second place, to improve the quality of the niches awaiting them. In order to attack any such problem it was necessary to turn toward the public schools. In other words, the emphasis shifted in this field of vocational guidance very early, as it has shifted in nearly every field of social endeavor, from the curative point of view to the preventive point of view.

Accordingly, the leaders in the movement for vocational guidance turned toward the public schools, where are assembled a large mass of individuals in the making, and they said that to advise a child after he has left school what vocation he should follow is entirely too late. What we ought to do is to begin to advise him long enough before he leaves the school so that the school itself can do something to help him to fit himself for a proper vocation.

Then another point logically, if not chronologically, arises: There is little use in placing stress on advising the child as to the kind of work in life for which he ought to fit himself unless you can offer him

training for that work. So we get another shift on emphasis from mere vocational guidance to vocational training. Most of us have now reached the point where we are ready to insist that an adequate public-school system ought to have at its command courses of training for any legitimate occupation that a child should wish to follow; and we wish to find out some rational way of advising the children how to select their courses of training and consequently their future vocations. We realize that there are none of our school systems that come up to that ideal, but it is something to be at the point where we are all ready to agree as to the need. In other words, we have now reached the problem of ways and means.

Of course the most obvious demand is for an increased variety of instruction and for proportionately increased equipment in our public schools. We need more teachers and different kinds of teachers to present the various subjects which ought to be taught. But here, again, we come face to face with another practical problem. In order to decide intelligently just what kinds of training ought to be introduced into our schools, or at least to decide with what kinds we ought to begin, even if we grant that they all ought to be there ultimately, we need information of at least two kinds. We need, in the first place, a careful educational survey of the community; that is, we need to know what courses of training are already provided for in the community in question. We need such a survey as that made in Boston—a charting of all the educational opportunities of the community; because that might modify very markedly the initial steps toward introducing courses of training into the public-school systems.

We need, in the second place, an industrial survey. The industrial survey is a very difficult thing to make; it is a very difficult topic to deal with. Of course, a school has to take and does take the attitude of working for the welfare of the child and the community. It does not wish to introduce any courses of training into its system which would lead to occupations that are undesirable or injurious to the child. But it is not an easy matter to find out just what the good and the bad occupations are. We have some general information that applies. As to a few occupations, perhaps we know; as to a great many, particularly industrial occupations, we do not know exactly what the conditions are, whether they are such that the public school would be warranted in training workers for them or not, and we can only find out by making a careful industrial study of them.

I do not wish to lay down rules for making industrial surveys, but there are a few things that need to be avoided. In the first place we can not make an industrial survey satisfactorily by sending out cards to be filled out by employers, or even by interviewing employers. A great many employers are not willing to tell the truth about their

industries, or at least are not willing to tell the bad features. Again, the leaders of industry resent a demand for publicity; they insist that their business is their individual affair and that no one has a right to meddle with it. Further, employers often make their answers from a point of view so different from that of the questions that it is not easy to interpret them.

To make an industrial survey we have to consider both sides of the industry as an employment, and it seems to me absolutely necessary to interview a large number of individual employers to get weekly rates, average time unemployed, yearly income, average weekly wages for the year, etc. In order to do all that we need a staff of trained workers. It can not be done by the teachers in the schools, because they have not the time and they have not the experience.

There are various ways of getting industrial information other than by means of a survey. The ways we have at present are the continuation schools; the compulsory continuation schools, which keep our public schools in contact with the children in industries for a year or two; the system of registering changes of positions, such as we have in Ohio, which brings the children all back to the central office, where the information may be obtained; and then the placement work with a systematic "follow up."

There is great difference of opinion as to how early placement work ought to begin, as to whether it is wise at present to try to place beginners in industries at all; but I think we all agree that ultimately placement work is one of the things to look forward to. It is unquestionably a valuable means of getting just the kind of industrial information which the school needs so badly in deciding its courses of industrial training.

Then there is the further problem facing us of the form of instruction; how closely shall industrial courses be identified with the industry and how closely with the school. Is it safe to put the courses on a part-time system—a little bit of industrial instruction in the school and a little within the industry? Should we have separate industrial schools under different boards of education, or should the industrial courses be made an integral part of the public-school system? These are all problems on which we are at present taking somewhat different attitudes and on which we need more information.

Even if we did know what attitude to take about the form of industrial training, we should still be face to face with the problem of guidance; we should still have before us the question, how to sort the children in the schools into the various groups—which class to send into industry, which class into commercial work, which class into professional work, and which class into the academic group.

On what basis are we going to make any such decision as that; and just how is it to be done? Suppose we had teachers who were from

the start interested in a child's future career, interested in him as an individual; would those teachers without any further assistance be able to come to a wise decision as to advice in guiding that child? It is worth finding out how much assistance experimental psychology can render; we do not now know. Sometimes we talk about mental ability as though it was a very special kind of thing; we seem to assume that tucked away somewhere in each individual child there is some special aptitude which, if it could be ferreted out by any proper test, would decide the kind of occupation that child ought to take. Again, we talk about mental ability as though it were a very general quality which, if possessed by the individual, would fit him to follow any one of the higher types of occupation, and which, if lacking, would send the individual to one of the simpler and more mechanical occupations. Where between those extremes does the truth of the matter lie?

We often talk as though individuals were divided into two classes, some of whom should do mental work and some manual work. We talk about mind workers and hand workers, as though if a man works well with his hands he can not work well with his head, and vice versa. Is there any foundation for that assumption? In Cincinnati we tested 149 children with regard to their simple motor abilities and with regard to their mental abilities, and we found that those who are best in the mental tests are also, on the whole, best in the physical tests and in physical development. In so far as that evidence goes it would seem to show that there is not only no opposition between manual and mental ability, but that the two are much more likely to be correlated than opposed. Our reason for assuming that any child that can work well with his hands but not with his head ought perhaps to be assigned to handwork is really because that is all that is left for him. That is not, however, a safe basis for action.

There is also the study of occupations. In Cincinnati we have a man trained in experimental psychology who is making a study of the shoe industry. As he goes through the factories he pays special attention to the details of the occupation. There are some 200 different processes in each factory. He is trying to group them, to see what types of work are involved, and then to find out whether for each type of occupation it would be possible to devise tests which would separate the workers.

The women's work in a shoe factory is for the most part of a much simpler and more mechanical type than that of the men, and the only distinction he can find that seems to be of importance is the distinction between hand workers and machine workers. The foremen tell him that they find quite generally that the women who succeed at the machines do not like the handwork, and that those

who are best at the handwork are likely not to succeed at the machines. They believe that there is a natural difference between those who are most likely to succeed at handwork and those who are most likely to succeed at machine work.

Among the occupations for men in a shoe factory, one of the most skilled is that of a shoe cutter. The shoe cutter has the problem of taking a piece of leather and getting from it as many of the various parts for the shoe as he can. If there are any flaws, they must be placed in such a way that they will miss the cutting or be put in some part of the shoe where they will not spoil its appearance. The work must be done quickly and rapidly. If you ask the foremen or the employers what qualities are required for a shoe cutter, they all make the same answer: "Oh, that takes judgment!" This is not a very definite or specific answer, but it is characteristic. There are very few employers who are able to analyze their own jobs.

We realize in this country more and more that if vocational guidance is to be made effective, it must be through the schools. The great need is for more money for the public schools, and for three distinct purposes. In the first place we need more teachers and smaller classes even for the kind of work we are now giving. In the second place we need a far greater variety of instruction and the equipment that goes with it. In the third place we need departments of research both for economic information and for psychological information, which ought to be parts of the public-school systems.

III. VOCATIONAL GUIDANCE WITHIN THE PUBLIC SCHOOL SYSTEM.

A.—GUIDANCE BY MEANS OF A SYSTEM OF DIFFERENTIATED COURSES.

ALFRED P. FLETCHER,

Assistant Superintendent of Schools, Rochester, N. Y.

I shall attempt to answer four questions, hypothetical but definite. First: Is vocational guidance needed; and, if so, of what kind? Second: How can that vocational guidance be given? Third: Can it be given by means of differentiated courses of study? Fourth: How should such courses be organized?

The first question needs no answer; we all admit that vocational guidance is greatly needed. I should like, however, to cite two instances that prove it.

Last year the records of 4,708 boys and girls of Rochester were collected. A majority of these youths left school at the age of 14, from the seventh and eighth grades. They had been at work or out of work for periods of from one day to four years. The boy of two-years' working experience had averaged six jobs under six different employers. Since they left school over 80 per cent of the 4,700 children had done nothing that led up to the life work in which they were most interested. They surely needed vocational placement.

Three years ago, in the city of Bridgeport, I had occasion to advertise for an elevator boy. Thirty applied. Some of them had been out of work for months. All were mighty anxious to get that job, and at almost any wage. I sat at a table in the center of the schoolroom, with my hat off. The 30 boys came, one at a time, sat down at the table, and gave their experience and qualifications for the position. As the first half dozen were examined I noticed that no one of them took his hat off; so I resolved to give the position to the first boy who removed his hat as he sat and talked with me. No one of the 30 got the job. These boys all needed vocational guidance in applying for positions.

Vocational guidance is the selection of, the preparation for, and the placement in a life work. It should begin when the boy or girl first

begins to think about going to work and should continue until the boy or girl is securely placed in the chosen vocation. Let us think for a moment about vocational analysis and vocational selection. We are looking forward to the day when the psychologists will tell us how to analyze the boy so that we may know exactly what kind of work he is fitted for. I suppose, however, we must wait until the psychologists have themselves found out how to make these analyses. But even if we were able to say to a boy, "From a diagnosis of your case I have discovered that the thing you are best fitted for is the trade of patternmaking," it is certain that the average boy would say: "Go to, now, I am going to be something else. Right now I am going to take a job as messenger boy until I can get a chance in the thing I want."

We have heard a great deal in the last few years about fitting square pegs into round holes. Some of us have discovered that it is not an easy task to fit square pegs into square holes when the square pegs are self-willed American boys who do not wish to go into square holes. In the Old World about all that is necessary is to fit the boy to follow his father's trade, but here boys follow their mates and their whims. In one vocational school in Rochester, all of the boys who entered from Seward School, No. 19, wished to take up carpentry because one boy who was a leader came from that school and took up carpentry. From another, Andrews School, No. 9, every boy wished to be a plumber, and in a short time the school had more plumbers on hand than could be properly placed in good positions. Vocational selection was a game of "follow the leader." We must find some way to give the boy experience and interest in the vocation for which he is fitted.

I have been trying to imagine what a man would do if he were a director in a number of large industries and had a favorite nephew who looked to him for guidance. Mr. Director is to give vocational counsel to his nephew William. What shall he do?

Plan No. 1: Talk the matter over with William, select some one industry in which the opportunities seem to be good, go to the superintendent of that plant and say: "I wish you would try William for three months. At the end of that time, you, William, and I will decide whether or not he ought to remain and take up this business as a life work." Mr. Director goes to Europe and William goes to work. At the end of three months (assuming that William has stuck it out that long), Mr. Director talks with the superintendent and with William, and if the lad has made good and likes the work, the chances are that he will remain. If he had made a failure he is tried out in something else until he finally sticks. That is the method of trial and error, with emphasis on the error.

Plan No. 2. Mr. Director says:

William, I will secure for you a place in six or eight of the businesses in which I am interested. You may remain three months in each. At the end of two years I will get a report from all the foremen and superintendents for whom you have worked. You may decide which kind of work you like best. If the reports of your employers and your own inclination coincide I will try to place you in the kind of work selected.

Plan No. 2 has some decided advantages over plan No. 1. In the first place, in that William's chance to find himself does not come through his failure in a preceding job. The loss of self-confidence in repeated failure is too great a price to pay for vocational guidance. Again, in the second plan the boy has a background of experience on which to make an intelligent choice. Again and again teachers have heard boys say, as they began a new line of work, or as they completed a term's work, "I would like to do that kind of work all my life." But only as a boy looks back over a variety of experiences and compares them is he able to judge intelligently.

Now, every William has not an influential uncle who is a director in a dozen corporations; so we are selecting vocational counselors to assume that rôle. So far their reward comes in their high-sounding title and in the satisfaction of performing a needed work.

But vocational counselors must do more than counsel. Guidance and advice are not synonymous terms. Advice, even vocational advice, has some decided limitations. If advice does not coincide with the boy's preconceived ideas, it isn't heeded. If it does coincide, it isn't needed. Its value is doubtful in either case.

The next question is:

Can not the general industrial school, or the prevocational school, or the intermediate industrial school—whatever it may be called—give this vocational guidance? Can it not help the boy to select his life work? Can it not prepare him for his life work or, at least, begin the preparation? In other words, can not these schools do effectively the work outlined in Mr. Director's second plan? Can not this type of school select the fundamental elements of some of the most important industries, organize these into courses, and "try the boy out"?

I imagine that you are already formulating the question, What industries should be represented in such a course of study? That question is best answered by a survey of the vocational opportunities of a locality, and such a survey need not be exhaustive and expensive to be valuable. One survey, lasting three months and costing only \$300, gave material for the beginning of a good course in vocational preparation. Mr. Prosser has mentioned three essentials in a general industrial course for boys: Wood, metal, and power. A girls' school of this type would include the elements of home making as well as the elements of the common industries. I know of one course for boys which includes the elements of carpentry, cabinetmaking,

furniture making, pattern making, molding, casting and machine work, sheet-metal work, plating, printing, electrical wiring, motor maintenance and repair, salesmanship, and office practice.

May I anticipate your next two questions? Where can be found a jack-of-all-trades to teach such a course? Of what value is a course taught by a jack-of-all-trades, anyhow? The best answer to these questions has been given by Mr. McNary, of Springfield, Mass. Mr. McNary has tried out the plan of bringing in a journeyman from each trade to teach the elements of his craft. The plan has also been experimented with in other places. So far the results seem to show that both the regular shop instructor and the pupils profit greatly by this plan. The instructor and the journeyman working together can organize the subject matter so that it is brought down to the level of the pupil's comprehension. The pupils are greatly interested in the "practical" touch given by the work-a-day mechanic.

In one school the pupils have formed a corporation for the manufacture of all sorts of articles, and, although the pupils are not conscious of it, they are being "tried out" as they do the various kinds of work. After the costs of the materials have been deducted, the value of the labor and the profit are distributed as dividends—one half going to the school for the purchase of new equipment and the other half to the members of the corporation. The stock is purchased by salary checks paid to the pupils for work done. The possibilities for instruction of many kinds by such a plan are evident. I remember one boy who came to a trade school resolved to be a plumber. He could never have become a good plumber in a hundred years. Yet that boy after school could sell more copies of certain popular journals than any boy I ever saw. If a visitor came to the school, he would waylay him on the way out and sell him a copy. His instructors had to be watchful to avoid buying two copies of each issue. That boy was a born salesman, and the "corporation" plan of organization would have afforded him training in the line of his greatest ability. A classroom teacher whom I know has a typewriter and a mimeograph in his room and each year certain pupils naturally gravitate toward those machines. These pupils usually "find themselves" in the commercial high school.

A plan that is about to be tried out in an eastern city summarizes the points I have attempted to make. A survey of the youth of the city between the ages of 14 and 18 has been made, so that it is definitely known where pupils go when they leave school. A survey of the industries has been made so that it is known, first, what preparation is needed for each line of work in each industry; second, what kind of continuation or part-time instruction is needed to secure promotion in each line of work.

With the help of the employers, short "try-out" courses are being organized in many lines of work. When a pupil finds himself or herself in one of these "try-out" courses, this course extended becomes a preparatory vocational course. When the course is completed the shop instructor assumes the responsibility of placement.

One more point. I know one manufacturer who keeps only 10 per cent of the persons he tries out. Relieved of this "try-out" process, which is vocational analysis from the employer's point of view, that employer would be able to pay a much higher initial wage to the 10 per cent selected for him than he could pay to the 100 per cent whom he must try out. It is this higher initial wage that will hold pupils in school long enough for us to give them real vocational guidance.

B.—GUIDANCE BY SYSTEMATIC COURSES OF INSTRUCTION IN VOCATIONAL OPPORTUNITIES AND PERSONAL CHARACTERISTICS.

F. M. GILES,

Principal of De Kalb Township High School, De Kalb, Ill.

What I shall describe is a practical experiment in vocational guidance that we have been carrying on in our town for a number of years. Ours is a town of about 10,000 people, a manufacturing center, with definite agricultural, commercial, and professional elements. Although the work was designed for this community, its elements are such that it might be adapted to towns of larger or smaller size.

We undertook this problem of guidance for the following reasons: We felt that we were sending students into the world with very little understanding of the vocations into which they were to go, and with very little idea of the meaning of the industrial world about them. We felt that guidance was a practical problem that demanded immediate action; that we could not wait till a perfect system for guidance was devised, but that we must do something at once.

In taking up our task we decided, first of all, that we ought to know our school from an occupational point of view. Accordingly, we took a survey to find how many different prospective occupations were represented among our students. Perhaps some figures of the results of the survey will be of interest. We found that about 30 per cent of our students had made no choice of an occupation. Here was a problem—to find material for these children which might help them to make an intelligent decision. Next, we discovered that about 23 per cent of all the students, or about 50 per cent of the girls, were going into teaching.¹ Here was another definite

¹ It should be remembered that Northern Illinois State Normal University is located in this town, which accounts for these figures.

group to be considered in any guidance work. Our next largest group was bookkeeping and stenography, with 10 per cent choosing these occupations. Next was agriculture, with 8 per cent; and then came engineering, toward which about 5 per cent of the boys were aiming. Then, in smaller groups, came the machine trades, music, and, finally, a number of scattering occupations.

We had gathered some definite facts which would be of help to us in planning our school work, but we had found also that we had a complicated problem if we were to prepare people definitely for the 24 different occupations represented in our survey.

The next problem was, Could we use our school as a laboratory to help different vocational courses? Could we organize it so that the curriculum would represent in a general way some of the great groups of industry, such as commercial work, trade work, agricultural work, professional work, and domestic arts? Would it not be advisable to let each of our vocational teachers become a specialist in the industrial conditions in his line in our community? For instance, would it not be worth while to ask our commercial man to become thoroughly familiar with commercial conditions in De Kalb; our manual training man, with trade conditions; our agricultural man, with farm conditions; the principal, with professional conditions?

With this idea in mind, we began to study our community, and we devised several blank forms for the purpose of making a survey. For instance, we had what we call our industrial blank, by means of which we made a sort of survey of the industrial conditions in the community. We asked the employer to tell us how many boys he employed; at what wages they were employed; what he paid his men. Then we asked some general questions, as, Are boys deficient in shop work, in mechanical drawing, in book work, or in character qualities?

On our commercial blank we asked the employers questions related to commercial lines, such as the wages paid in stores, the chance of advancement, whether boys were deficient in penmanship, spelling, arithmetic, business training.

To get at these facts in trade lines, we asked our manual-training teacher to go out into the community, from shop to shop and to get, as far as possible, answers to the questions indicated above; our commercial man was to do the same in the stores. We found very soon that we got better results by going to the shop foremen than we did by going to the heads of the business.

We found, for instance, in the commercial investigation, that the things demanded were practically three. Nearly every employer asked that boys be trained thoroughly in penmanship, spelling, and arithmetic. Some employers asked for salesmanship as an additional training, and a few asked for certain character qualities, such as

trustworthiness and courtesy. A few employers were decidedly critical, and reported boys as lacking almost all desirable qualities.

As to the pay, we found that in general it was quite low; and I suppose this is true of the average small city. It varied in the commercial work from a beginning wage of \$4 a week for girls to about \$6 or \$8 a week for girls with experience; and for boys, from \$4 a week up for beginners, to \$10 or \$12 in some of the higher classes of salesmanship. In the trades we found the wages paid boys were from \$5 a week up to 19 cents an hour.

Now, what did our investigation show as to the industrial training demanded by the average employer? We found, somewhat to our surprise, that the majority of the shops did not demand a very high training. In general, the foremen stated three things as requisites. They would like to have a boy able to run a drill press, to read a mechanical drawing, and to read a micrometer caliper. Several of the men stated that the boys lacked perseverance. They said that they put a boy on a drill press and that he would stay only about three months.

Finally, what general estimate can we make as to the value of this survey? The greatest value, undoubtedly, was that it gave us a definite knowledge of our town as an industrial community, of the pay offered in various lines, the requirements in the way of training, the opportunity to advance. We are in a position to talk facts when advising a student as to opportunities in De Kalb. It has shown us also that in the smaller towns there are few positions open to the boy, and that promotion is, in general, slow. We see why so many of our students seek the larger cities. Secondly, it has helped our instructors of vocational subjects by giving them an accurate knowledge of shop conditions and demands. This I consider very valuable. It has shown us also that there is not such a demand for skilled or technical training as we thought. We are faced with the problem whether, so to speak, we shall train the boys for unskilled jobs or whether we shall train them for positions out of town.

So much for our preliminary work. We had now, undoubtedly, a better understanding of our school and of our community. The problem was now to give to our students in some way more adequate knowledge of industrial life in De Kalb and of the industrial world as a whole. In carrying out this aspect of the work, the principal planned to meet the upper classes once a week in what we call our "general assembly period." During this time we would talk over with them industrial conditions as related to the choice of a vocation. We realized that a difficult problem confronted us, as we had a big industrial world, with some 9,000 different kinds of jobs in it. But we felt that these different jobs could be classified, and that in

a general way the individual could decide the direction in which he would like to go.

Our plan now is to meet a class of from 40 to 50 once a week for a period of a year or more and talk to them definitely upon industrial conditions. The purpose of these talks is to help the students to see the organization in the business world and to understand something of the industrial life about them with the idea that they may decide more intelligently upon the occupation in which they will make a living.

Their decision as to an occupation should rest, they are told, upon two things: First, knowledge of themselves and their abilities; second, knowledge of social conditions.

You can find out something in regard to your ability by your success in school in the various courses. About other conditions you probably have little knowledge. You will find, for instance, that some occupations are tremendously overcrowded. Other occupations have disadvantages as to working conditions or working hours. These are facts that you ought to know before you choose an occupation. We can not talk to you about all the great occupations to be found in the business world, but we can classify the occupations into great groups, and by considering the qualifications required in these great groups you will be helped somewhat to make a decision on the choice of an occupation. These groups, which we shall discuss from week to week, are as follows: Mercantile, manufacturing, and mechanical; railroads; agriculture; banking; Government service; personal service; the home.

The outline as given above is used as a basis for several talks with the class. In this connection I use diagrams to show the relations of the occupations and figures from the census to show the number of people earning their living in the different occupations. The purpose of these discussions, as I sometimes tell the students, is to give them a bird's-eye view of industry. It is doing in a certain way what Franklin's father did when he took his boy to some of the industries in Boston in order that the boy might more intelligently make a choice of his life work.

After the introductory talks we discuss in detail the characteristics of these groups mentioned before. Let us take as an example of this work a brief discussion of the manufacturing and mechanical group. We consider it first from our De Kalb conditions in order to make it concrete. The manufacturing and mechanical industries in De Kalb are pointed out—certain iron and steel industries, such as gas-engine works, cream-separator works, wire mills, refrigerating-machine factories, foundries, and blacksmith shops; certain wood industries, such as wagon works and planing mills; certain building trades, such as carpentry, plumbing, gas fitting; and certain leather trades, such as the glove factory.

These industries are all grouped together because they deal with the manufacturing and handling of materials. There are, I think,

certain tests by which a boy may tell whether he has ability in this line. For instance, in the mechanical trades, mechanical skill is a fundamental requisite. A boy must have the necessary skill to handle materials deftly. Next, he must have a liking for machines and power. He must have some inventiveness in making things. He should have some skill in mechanical drawing and be willing to learn the trade which lies at the basis of the industry into which he is going. He should not be afraid of hard and dirty work. He should be willing to put on overalls and get his hands dirty if necessary. Finally, he should try, if possible, to get the technical-school training, which is the basis of his trade.

To make this work concrete I try to find as many illustrations from actual life as possible, clipping constantly from the magazines for current material and preserving it in a scrapbook.

After we have discussed the general conditions of this group we bring up the question as to how the individual is to know whether or not he has the necessary skill to succeed in mechanical lines. We tell him that our school courses are planned to help him to decide for himself.

For instance, if you think your ability lies in the direction of mechanical trades, take the work in the manual-training shop and try out some of the courses which are offered in woodwork, metal work, printing, gas-engine work. If you find that your interest is aroused and sustained, that you have skill to do good work in the school shop, you have some indication of your ability. You may, further, use your summer vacations to good purpose by getting a place in some of our shops and finding out whether you really like the work which is carried on in them.

It will be noticed that we do not decide for the individual. We throw the burden back upon the student. Our purpose is to furnish the individual with the material for a more intelligent decision, not to make the decision for him.

Another great division in occupations to which I call the attention of our students is that between business and the professions. I call their attention to the fact that about 29 people gain a living in business to 1 who gains a living in the professions. Hence high-school students who contemplate going into the professions must consider certain things—first, whether they can get the necessary training through four, six, or eight years. They must consider whether they have the capital to get this training and to go through the usual starvation period that comes to the young doctor, lawyer, or architect after he has finished his course. They must consider whether they are interested in social service, for I believe that the professions demand a certain amount of service. They must consider, also, whether they are of a studious disposition, for to-day in law, medicine, teaching, engineering, the individual must be a constant student to keep up

with the advance in his work. These are some of the general qualifications discussed in reference to the professions.

Then we treat, in some detail, the principal professions, such as law, medicine, teaching, engineering. We treat engineering in some detail because so many high-school boys have ambitions in that direction—some, who, so far as their success in school would show, have no talent for the profession. We try to show that the basis for success in engineering lies in mathematical and mechanical skill. Prospective students of engineering are asked to look over such a book as McCullough's "Engineering as a Vocation."

Just this year a couple of boys who were thinking of engineering came to me and asked for information along that line. I asked them to take this book and read it in the light of the discussions we had had. They both came to me a little later and said: "We have come to the conclusion that we would not care for engineering as a vocation. We had no idea that it involved taking higher mathematics, physics, and things like that." This is a practical illustration of the guidance work.

We now come to the second part of our work in guidance, which the program calls personal characteristics, but which I like to think of more as applied ethics. In this part of the work it is impressed on the students that certain qualifications are needed in whatever line they may enter, because they are fundamental to success. These things are attractive personality, practical efficiency, upright character, loyalty. I call their attention to a card which says: "The face you wear at 60 depends upon what you do to-day." Now, what is the reason for this statement? The reason is that youth is the plastic period. This is the period in which we acquire and absorb. It is the period of education. We can make ourselves now very nearly what we desire. A little later our habits will be fixed and we shall find it difficult to change them. It is worth while, then, to have some ideals of personal qualifications and to endeavor to make ourselves like our ideals.

Personality is treated as involving voice, dress, manner, courtesy, tact. In talking to students about courtesy we use this little card, which reads: "Politeness is like an air cushion; there may be nothing in it, but it eases the jolts wonderfully."

When you apply for a position, how do you act when you enter the office? If there is but one seat left and several people are waiting, do you take the empty seat, without considering the others? When leaving the office, do you allow your employer to go first, or do you step ahead of him? On the other hand, suppose some of you go to college instead of into business. You think perhaps your manners will not be observed. Here is what the college editor wrote about the freshmen whom he noticed on the campus: "They do not know better than to walk around with toothpicks in their mouths; they do not know enough

to tip their hats to a lady; and they gurgle when they eat their soup." You see, you are being judged in this matter, whether you are in college or whether you are at work.

I often have the experience that for the next two or three days after talking to a class I find the pupils exceedingly polite when they meet me. They bow deeply; and if I happen to come to the school door with one of them, with great courtesy I am allowed to step through first. This is a small item, to be sure, but it seems to me that they are applying some of the things that have been said to them.

After personality we consider efficiency. What is meant by efficiency to-day? Efficiency is much more than physical; it is largely, if not chiefly, mental. As a striking example of mental efficiency attention is called to the president of one of our great industrial companies. Here is a man who has achieved great success because of his wonderful mentality, his ability to recognize conditions and to do things skillfully, quickly, and accurately.

Then we go a little deeper into our problem of practical ethics. It is pointed out that, besides a pleasant personality and efficiency, there is a demand for certain elements of character. As a basis for talking to them about the elements of character needed in business, the rules that Cyrus Simmons used are read to them. Most of you are familiar with them, no doubt. They contain some moral truths in epigrammatic form. For instance: "Don't lie; it wastes my time and yours." "Don't do anything that hurts your self-respect." "It is none of my business what you do at night, but if dissipation affects what you do the next day, and you do half as much as I demand, you will last half as long as you hoped."

I offer this experiment in vocational guidance not as a panacea, but as an effort to solve the problem in the average high school. I believe it is working effectively to some degree, because we have saved some students from places where they were misfits, and we have helped others to places where they fit. We have guided some boys out of blind-alley jobs. We maintain a sort of an employment bureau in the school and encourage employers to call upon us for help. A few months ago we had a call for a draftsman. Our records showed a boy working as an errand boy who had developed considerable skill as a draftsman while in school. We secured the drafting position for this boy, and he is one of the happiest boys in town because of his success in his work. He has been promoted twice since he obtained the position, and he recently came to school to tell me that this is the greatest thing the school had done for him. He can not get over the fact that we helped him after he had left.

Again, from the character side, I believe the work is worth while. We get a certain amount of school pride in this way that we have not been able to get in other ways. It seems to me we must introduce

our ethics in some concrete and vital way, so that the ideals will take hold. I believe this instruction in personal characteristics accomplishes the work.

C.—GUIDANCE BY THE DEVELOPMENT OF PLACEMENT AND FOLLOW-UP WORK.

SOPHONISBA P. BRECKENRIDGE,

Chicago, Ill.

I bring a very limited contribution to this discussion. I come to report upon an undertaking in Chicago having to do with a very definite group of children. They were limited in number, since we have never had more than five workers, but it is not the small number served (2,186 between October 1, 1912, and October 1, 1913) which is significant here; it is the definite limitations set about the kind of child to be served, for the group of whom I speak consists of 25,000 children between 14 and 16 years old who have left school to go to work.

I do not think that on that account the report is less important. I think, in fact, that the subject will gain and not lose by being presented in relation to well-defined groups of children. It is impossible, in my judgment, to discuss profitably together the college student who looks forward to a professional career, the high-school pupil about to graduate whose uncle might be a director of nine corporations or even of one corporation, the eighth-grade graduate from the home of the skilled artisan, and the third, fourth, fifth, and sixth grade children from poor homes who leave school at the earliest moment allowed by the law and try to find employment. The discussion of the first two groups may possibly be a discussion of an educational problem, involving choice of career and organization of course of study; the discussion of the third group may be a discussion of new sources of information to be tapped by the school in readjusting its curriculum to the needs of the children in a modern industrial community. The discussion of the fourth group in relation to their employment is no discussion of program of study or choice of career. It is neither present organization of curriculum, nor pedagogy, nor guidance. It is a proposed guardianship of children for which the school is the best agency at hand.

Obviously as conditions of living become more pressing and more complex, the school to whom the community entrusts the child for from seven to nine years by its compulsory attendance laws is going to be called on to perform more and more of these services which are services of guardianship and not of instruction. The proper classification of the children in accordance with their mental qualifications (child-study departments), and the maintenance of an adequate

physical well-being (school medical service and school nursing), are services related to education but easily distinguishable from education; they represent services growing out of the position of the school as suitable guardian rather than out of its narrower educational function.

I say nothing of the high-school pupil, nor even of the eighth-grade graduate; but in serving the children who leave before completing the eighth grade to go to work the school is rendering this kind of service. I believe that the school, which is supposed to have its eye single to the well-being of the child, is the proper social agency to exercise this guardianship. It can not, however, exercise it alone. Industry must be called on to cooperate, and the general public, which is concerned for the well-being of the child, concerned for the continued prosperity of industry, concerned for the protection of family integrity, must cooperate. But in my judgment the school should take the initiative and retain the lead in this cooperative effort. Such has, I know, not always been the case. In London the "skilled apprenticeship committees," which inaugurated the effort there, devised the method afterwards adopted by the juvenile labor exchanges, which have themselves extended its use in London and inaugurated similar efforts in other English cities; but in Edinburgh it came from the school, as it should in any community where the work is yet to be begun. This does not mean that the work should be done by teachers, any more than that the nursing, medical inspection, mental testing, all of them dependent on the teachers for cooperation, but performed by independent professional staffs, should be laid upon the teachers. The better the teachers the less should they be diverted from their own profession to tasks for which they are not qualified.

To turn, then, to the experiment which we have been working out in Chicago, it has been made in the effort to serve the children who leave school at the earliest moment allowed by law, to go to work. Each year about 12,000 of these 14-year-old children take out their "working papers," the age and school certificates prescribed by the child-labor law. During the year 1912-13 there were 12,583 of these children; so that we have always about 25,000 children under the age which the law names as the upper limit of the compulsory attendance age. The Illinois statute says that children between 7 and 16 years of age must be in school unless out of school for some one of several recognized excuses, one of which is, if the child is between 14 and 16, being necessarily and lawfully employed. Now, we claim that if this necessary and lawful employment is accepted as an alternative to school, the school should make sure that it is as nearly as possible a true substitute in what it means to the child. That involves supervision of the child in finding his first work, and supervision of the child in his early working life. This means, of

course, placement—the placing the child in what one would like to call the best job available, and what one must call the least demoralizing job available. No one thinks that there are suitable jobs for these children. No one thinks that children under 16 years of age should be in the labor market as industry is organized to-day. Everyone knows that many of the positions are connected with blind-alley and dead-end trades. No one thinks that at the present time the thing that should be done for every child in the community can be done for even a small fraction of these children—enable them to spend these two invaluable years either in a school or at a trade which is more educational than the school and educational in many ways besides industrial efficiency. It is an easy solution of the question to say that since we can not do all we would for these children, we will do nothing; it is perfectly simple to adopt the maxim of the law, “What should be done will be presumed to have been done.” Since children under 16 should have been removed from the labor market, they will be presumed to have been removed from the labor market. That presumption seems to me to be possible only to one who knows nothing by actual contact with these children’s lives. The question is not whether we can do all that we would for these children. The question is whether we can do more for them than they can do for themselves. If we can, they have a right to demand that we do all we can. Because, however, we can do so little compared with what should be done, we in Chicago were unwilling to call our experiment by an ambitious title like vocational guidance. Instead we selected the title “Employment supervision,” which indicated our supervision, not their choice.

The problem then has to do with children whom the law permits to leave school; whose parents are very poor; who come from a group which has never before been either held up to the standard implied by seven years of schooling nor indeed suffered to raise themselves to that standard, and therefore expects its children to stop school as soon as possible and to begin to earn. This does not mean that the members of this group are unworthy as parents, nor that they are dependent in any way. It means only that they are forced by the compulsory education law to a higher level of child care than before. With these children and these parents there are, too, the jobs—only about half enough of them if they were all good—and many of them are most undesirable. By hunting, however, some can be found which are not so bad as jobs, and others which, while bad as jobs, are under good foremen, who will help the child to wring at least discipline, responsibility, and regularity out of the experience.

Placement work of this kind is clearly very different from the guidance that selects the child for the job. Here the child must,

of course, be able to do the work, and there must be a chance of continued employment. But, at least, the job is selected for the child, not the child for the job, which makes all the difference.

This requires, as a preliminary step, investigation of a very high order; quick, skillful selection of possible trades—the selection based on a real intelligence of the children's possibilities and needs; then, equally rapid, accurate, and intelligent investigation of the selected trades. For these investigations qualifications of a high order are necessary. Their high-water level is perhaps reached in the studies made by Miss Collet and Mr. Aves, of the British board of trade, for the London juvenile labor exchanges—not dull and wasteful repetition and enumeration, but close, intelligent observation, applied to an adequate number of establishments to answer the two questions: (1) Can the trade be included in the list? (2) Can the establishment be used as a place of employment for these children?

Needless to say, the most skilled investigator who is only an investigator is not only useless but probably misleading in these preliminary inquiries. The work is not pedagogical in any respect. It is a high grade of personal service rendered in what one might call a program of social treatment. It means obtaining the information about the trade; it means learning what the child wants; it means finding out what the parents' aspirations and plans are, and cooperating with them where possible, and explaining, where cooperation is impossible, why it is impossible; it means learning as well as may be whether the employment is "necessary" in any true sense. For example, a very considerable proportion of the children who have come to us—225 out of the 2,186 last year, of whom only 850 came directly from the school—have been returned to school, either to the one which had been left or to one which would serve the child's needs better. It means often, when the child's chances for better employment depend on instruction as to personal habits—cleanliness of hair in the case of girls, for example—giving the instruction which interprets those habits in terms that the child and the parents can understand. It means, if the child's physical condition is below normal, securing a week in the country, or the minor operation which is necessary. It means innumerable personal services which make it possible for the child to avail himself or herself of opportunities closed by barriers as slight as those I have mentioned.

Furthermore, it means following the child into his work and holding him to it. For these children are children; and if a Polish boy will not work next a Bohemian boy without fighting, the foreman may be willing to place them far apart from each other for a while at any rate, until they can be reasoned with. If they are placed in shops that seem good and the foremen mean to do right, the weight of the loads they carry may be lightened, the speed at which the work

is done may be lessened, and the condition of all the children may be improved because you were there to interpret the needs of some. Foremen are human. Many things that are wrong are wrong because attention has not been called to them; and things look very different to one's own eyes when one knows that an outsider is looking at them, too. And this experience is good for the foreman.

So much for the value of the work from the point of view of the children. In my judgment this is only one side of its importance. It serves, by way of personal service, this limited group of children.

From the point of view of learning what should be done by the school in the way of preparing all children who are going into industry it is invaluable. It is, in my judgment, not only a valuable method of investigation—it is the only sound guide to modifications of the school curriculum in that direction. There may be all the surveys in the world; you may ask employers what they want until the end of time; you may look at processes and repeat them in school shops; but you can not learn what demands are really made by industry on young persons unless you go with them through their experience in industry. On that account, the proposal that Chicago, a community where the organization of industry after the principles of the factory system, including the use of machinery and the subdivision of tasks, has been carried to an extreme, should adopt methods successful in Germany, where that development has been at a very different rate and in different directions—such a proposal seems to one who looks at the situation from a real knowledge of these children's experiences and prospects as nothing short of absurd. The school can learn in this way without abusing its trust what it can do to fit children for the industrial life into which they go, and at what point it must stand absolutely firm and say to industry it will do nothing to fit its children for conditions so far from human—work “which a monkey could do, if it could be kept at it.” It can learn by this placement and follow-up work, and only, in my judgment, by this work, skillfully done, honestly recorded, and courageously interpreted, what it needs for its own constructive advance and on what terms it will demand and then force concessions and modifications on the part of industry.

On such a basis, wise and well thought-out plans for changes in the curriculum can be made. The intelligence thus secured, the clarity of vision, adds enormously to the skill with which the more fortunate children who can “go through” eighth grade or even the high school will be handled. We have taken over many things learned from the care of delinquent children into the care of good children; many experiments with the subnormal point the way to more efficient service of the normal; and when I have been exasperated at much of the nonsense written about “counseling” eighth-grade and

high-school children, I have admonished myself to be patient and to remember that not very much could be expected even of principals in a community which had never had the chance really to look at the problem through the eyes of the children and young people it is honestly trying to serve.

D.—DEVELOPING PLACEMENT AND FOLLOW-UP WORK.

CHARLES MARTIN,

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Some of the problems confronting proper placement and follow-up work are that (1) children drift aimlessly about from one position to another; (2) children are almost wholly lacking in any intelligent knowledge of the industries in the community; (3) child labor between the ages of 14 and 16 has practically no economic value to society.

The habit of aimless drifting from one position to another is especially true of those children who leave school before they complete the elementary grades. They lack intelligent supervision, and are often tempted by ease, fairly good wages, and a sense of independence to crowd those occupations which require no skill and promise no future. Their moral and intellectual powers are weakened. Their school knowledge is soon dissipated, and they become unfit either for employment or for further education. Their parents are without adequate knowledge to guide and advise them. Too often they feel concerned mainly in having the children "earn something" at the earliest possible moment. The immediate wage is considered rather than the development of the child's best gifts.

The years between the ages of 14 and 16 are not productive to the industrial world, because the boy or girl is immature physically, mentally, and morally. Grit, mental energy, endurance, and power of concentration are not yet trained and developed. In order that the public-school system may develop placement and follow-up work, it is essential that the pupil be properly developed physically, mentally, and morally to enter the world of labor. It is necessary that the pupils have careful supervision, and training between the ages of 14 and 18—these years that are so vital for the formation of character and for the production of skilled and efficient workmen. Children should be guarded against exploitation. They should have healthy surroundings, just treatment, legal working hours, and an opportunity to advance in an employment that is congenial and that will provide a living wage without overwork. This guidance and protection should continue until they are established as self-dependent earners in the world of labor.

Many opportunities are open to the public-school system to assist in the solution of the problems incident to proper placement and follow-up work. Teachers have the opportunity for careful study of the personal characteristics of each pupil. A permanent record of these characteristics can be used as a basis for the placement and follow-up work. The school studies and shopwork are vitalized by direct contact with the occupations of the community, thus aiding the pupil to realize the value of the school studies and their close relationship to the world of labor.

Some of the necessary requirements for the development of intelligent placement and follow-up work in the public-school system are: (1) Securing a permanent record of the child's personal characteristics and special aptitudes; (2) educational guidance during the school life of the pupils in order that they may be given the proper opportunity to develop physically, mentally, and morally; (3) offering the pupils opportunities for continued education after they have entered the world of labor; (4) imparting to the pupils a knowledge of the world of labor, especially a knowledge of the principal occupations of the community; (5) securing the confidence and cooperation of the public; (6) the establishment of a juvenile employment bureau under the direct control of the school board and working in cooperation with the industries.

Estimates of the pupils' personal characteristics and aptitudes should be based on careful study and should cover a long period of time. They should represent the combined judgment of the school medical officer, and of the teachers who come in contact with the pupil. The school medical officer should enter on the pupil's card the general nature of the employment suited to the pupil, with special remarks as to unsuitable occupations. These records, containing the decisions of the medical officer and the teachers, would place the pupil in one of the broad classes of occupations and thus assist in the choice of a vocation or employment. This record-card system would lessen the habit of aimless drifting and would decrease the number of misfits in the world of labor.

Efficiency and success in one's work are largely dependent upon knowing one's ability and adapting oneself to environment. An opportunity should be given to the pupils to discover their dormant powers before they are compelled to leave the shelter of the school-room and take their place among the world's army of workers. A system of differentiated courses in a commercial or industrial school for seventh and eighth grade boys would aid the pupils in discovering their mechanical, commercial, and artistic tendencies. At least half the school time should be devoted to laboratory and shop work. With the discovery of the pupils' tendencies would come a definite

aim in life. The primary importance of such a commercial industrial school is that it would give the pupils the opportunity to try themselves out in different kinds of work. Such a school would aid the pupils who are compelled to leave school at the age limit, and also aid those pupils who are trying to decide whether they will enter the academic, commercial, or technical high school.

The influence of the public-school system should go with the pupil into the world of labor. The pupil should be impressed with the fact that his education does not end with his school days. He should be taught the value of using leisure time for studying as an asset for future advancement. He should be informed by lectures and educational charts as to the opportunities that the community offers for continued education. Stereopticon lectures and a course in economic history and geography dealing mainly with the occupations and their requirements are helpful.

Parents, as a rule, are willing to cooperate if they are convinced that further schooling is worth the sacrifice that they are required to make. They should be advised as to the occupations for which their sons and daughters are best fitted when they leave the school and as to the chances of earning good wages. Employers of labor should be educated as to the aim and efforts of the public-school system's placement and follow-up work. By reporting vacancies, stating the requirements, rate of wages, and future prospects, by suggesting ways of closely relating the industries and school studies, they can give valuable aid. As a rule, the employers of labor are willing to cooperate with the public-school system. The cooperation of churches, social settlements, boys' and girls' clubs, Young Men's Christian Associations, and Young Women's Christian Associations are also valuable.

The juvenile employment bureau should be under the direct control of the school board, with offices in the board of education building. The details of its organization would depend upon the local conditions. Its duties are to advise and to follow up the young persons in their occupations; to keep the educational system in close touch with the local industries; to collect and promulgate general information in regard to industrial conditions. The director at the head of the employment bureau should be appointed by the school board. The advisory committee should be composed of representatives of educators, representatives of public bodies, of trade associations, and of employers of labor. There should be counselors representing the various schools. If teachers are used as counselors, they should be properly trained, and they should have time for the work.

Volunteer men and women workers, representing the different industries of the community, are needed to follow the young persons into the industries and to give them advice and supervision.

E.—THE CONTINUATION SCHOOLS OF CINCINNATI AS A MEANS OF VOCATIONAL GUIDANCE.

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There is so little of mystery shrouding the origin of the Cincinnati continuation schools that one can readily affirm that the dominant motive in this origin was vocational guidance.

These schools are the outgrowth of an interesting combination of circumstances. First, Cincinnati shared with other cities the feeling of regret and responsibility that so many children had each year been leaving school to go to work as soon as the law allowed, that is, when just 14 and upon completing the fifth grade. There is reason to believe, too, that for a large number of pupils, "having completed the fifth grade," as specified by law, is not much more than a phrase without significance.

Second, the success of the work done in the Cincinnati Continuation School for Apprentices was of great influence in the organization of the compulsory continuation classes. The school for apprentices was organized in 1909, at which time it included classes for apprentices in machine shops and in pattern and drafting trades. Two years later classes were formed for apprentices in the 11 trades classed as the allied printing trades. This school is attended by boys who range in age from 16 to 21. They are in school one 4-hour session each week. This school attendance is paid for by the employers at the regular shop rate, and the boys are docked for absence or tardiness. The course of study is entirely academic and cultural. There are no machines in the school, all the direct practical experience being secured by the boy while in regular employment in his own shop.

The teachers in this school are both expert craftsmen and expert teachers. With these qualifications they retain the respect of the boys, to whom they become a very real inspiration, and they command the approval and support of the labor organizations and the employers. Their work is supplemented by the voluntary service of owners, superintendents, and foremen of the shops, and of representatives of labor organizations, who give instruction from time to time and assist in keeping the school and the shop in close connection.

Third, the Women Teachers' Association of Cincinnati has given serious consideration to the problem of girls who leave school to go to work. During the Christmas holidays in 1909 this organization devoted a meeting to the discussion of how to reach girls who were forced by need to leave school for work. At that meeting a committee was appointed to consider the whole matter, to make an investigation of conditions, and to suggest methods by which conditions might be bettered. This committee was called the continuation-school committee. At least half a dozen meetings were held by the

committee in 1910, at which were considered as many phases of the problem as it was possible to study by reading, by inquiry, and by actual observation. The members of the committee became convinced that there should be established a school to which the young women at work could come for at least one-half day a week, and they so recommended to the superintendent of schools.

As a result of these various movements, Supt. F. B. Dyer and the board of education began, in the spring of 1910, a movement to secure legislation upon the subject. In May, 1910, largely as a result of the work of Mr. Dyer and his board, the legislature passed the following law:

In case the board of education of any school district establishes part-time day schools for the instruction of youth over 14 years of age who are engaged in regular employment, such board of education is authorized to require all youth who have not satisfactorily completed the eighth grade of the elementary schools to continue their schooling until they are 16 years of age: *Provided, however,* That such youth, if they have been granted age and schooling certificates and are regularly employed, shall be required to attend school not to exceed 8 hours a week, between the hours of 8 a. m. and 5 p. m., during the school term. (Sec. 7787, Rev. Stat., Ohio.)

In January, 1911, the board of education adopted a resolution to establish part-time day schools in accordance with the law. These schools were to be opened the following September, when attendance would be compulsory for those subject to the provisions of the law. Employers were so notified and preparations were begun by the school authorities for organizing the work.

In February, 1911, a very competent elementary teacher, who was recommended by the committee of the Women Teachers' Association already referred to, was appointed supervisor of the continuation schools. Her first work was to visit all the department stores, in order to explain the work and to secure the cooperation of the employers. The response of the business men was unanimously sympathetic, and it was decided to open immediately a school of salesmanship.

In May, 1911, this continuation school of salesmanship was opened, under the direction of the supervisor and in immediate charge of a second very capable elementary teacher. This teacher had previously been granted a three months' leave of absence in order to attend the school of salesmanship connected with the Women's Educational and Industrial Union, Boston, Mass. To this initial effort in the field of continuation schools for girls, 25 firms sent their employees, usually young women over 16, one-half day a week. They attended without loss of pay and received instruction in English, civics, the art of salesmanship, store arithmetic and accounting, textiles and fabrics (objectively illustrated), applied art and decoration, personal hygiene, life ideals, and home economics. The school enrolled over

200 students (firms sending from 2 to 20 girls) and continued for three months, until the exigencies of the store vacation period made it necessary to close the school. The following September the attendance decreased because of the great burden put upon the store authorities by the organization of the compulsory continuation classes.

It can readily be seen that this school of salesmanship was entirely vocational in its intent, though its effect in the direction of guidance was rather secondary. Nevertheless, the good results for the employers, evidenced by the repeated expression of approval from them and by the fact that one firm arranged with the superintendent of schools for the exclusive services of the salesmanship teacher for some months, were not greater than the thoroughly stimulating and beneficial results upon the pupils.

The spirit of this school of salesmanship has proved to be the spirit of all the continuation-school work. Compulsory classes for those between 14 and 16 who were regularly employed, having the required age and schooling certificate, were organized in September, 1911. The teaching staff consisted of four persons, who gave their full time to this work, and of a large number of principals and teachers from the regular elementary and high schools. The pupils had left school presumably only after the completion of the fifth grade; but the evident lack of preparation for work which ought to be given such pupils made it doubtful whether many of them had completed the required grade in any very real sense.

At the beginning the work was based upon the regular elementary course. It soon became possible, however, to modify this course, partly by adapting the old material to a new method of treatment and partly by utilizing new material. The course was organized in detail at weekly conferences of teachers held throughout the first year of this work.

English and arithmetic form the backbone of the course, which includes also civics, hygiene, geography, physics, handicraft, art, and salesmanship. Daily drills are given in spelling, correct English, and rapid calculation. English includes reading, spelling, and correct usage, the aim being to connect these subjects with the daily life and work of the child. The work is made intensely practical, so that the spelling lessons will be words suggested by the child's occupation of the day. It is hoped, however, that the reading period will afford an opportunity to bring into the child's life a bit of the ideal, the cultural, which he might otherwise lack.

Arithmetic includes much practice in the fundamental operations, as well as work in fractions, percentage, business forms, pay rolls, the keeping of accounts, and simple bookkeeping.

Civics and hygiene, including moral instruction and personal guidance in conduct, is given more serious consideration than any

other part of the work. It not only has its place on the week's program, but it is brought in incidentally whenever possible.

Geography is studied largely from the commercial point of view, and is brought into close relation to present-day conditions in the child's own city and country. Much use is made of the stereopticon in connection with the geography work, as well as in the study of civics.

Physics has been given with a desire to broaden the child's outlook on life. The work is given by a regular high-school physics teacher, and consists of simple experiments, which illustrate some of the more common experiences of everyday life.

The handicraft or industrial work receives one-third of the pupil's time and, for the eighth-grade boys and girls, may occupy the entire four hours. Many of the boys who thus spend their full time in the shop taking a special line of work have completed the eighth grade and are attending continuation classes voluntarily. The girls who devote their whole time to industrial work are those who are preparing themselves for trade work in millinery or dressmaking.

It is this field of industrial work which offers the largest opportunity for vocational guidance. Not only is instruction closely related to the field of the child's present activity, but opportunity is offered for the child to receive preparation for the field of his preference. It is a common experience to have a child who is working at a blind-alley job elect at school the subject which will fit him or her for a job with a future. Many of the "vocational hoboes" have manifested a very strong desire to cease being such and to settle down with thought for the future.

In dealing with such pupils, the continuation-school teacher has a unique opportunity, for the teacher here deals with a child who has left the regular school and has gone into daily occupation in the business world. The boy or girl attends the school, it is admitted, through compulsion, but nevertheless with the always present consciousness of the job and its significance. To discuss with such children the opportunities of the curriculum and to allow the choice of subjects of instruction which have meaning in the world of jobs and wages, is the special advantage here.

The range of the school's activity in the industrial and commercial lines is therefore made clear to the child. Boys are allowed to elect shopwork in wood and iron, with classes in cabinetwork, wood-turning, forging, and electrical work. Art of the applied type, as well as mechanical drawing and lettering, open to the boys an attractive and desirable field. Girls may choose work in either sewing or cooking, as well as in novelty making and in millinery. Classes are conducted in salesmanship by an expert instructor.

In all the industrial work the effort is made to group, as far as possible, the children who work in one line of industry. This makes it possible to give the classes special instruction relating to that industry. However, the work is not always immediately related to the child's regular occupation—partly from a desire to counteract the results of purely automatic work and partly in order to give the child an insight into other lines of industry than those with which he is familiar.

The art course for boys is planned to give the development and skill which will secure him promotion in his field. Thus, the boy engaged in jewelry making is given problems in the designing of jewelry, and one employed in process engraving is given work in line and wash rendering. Mechanical drawing is taught to those who need it in their daily work. A study of simple lettering is made, as well as of the principles of proportion and of good and poor arrangement in signs and advertisements.

Girls who elect sewing or cooking spend half the time in this special field. The work is very practical in character. In sewing, the girls are taught garment making by machine, as soon as they have mastered the simplest principles of sewing. In cooking, emphasis is placed upon practical work and correct methods, the combination of suitable dishes for simple meals being the teacher's aim.

Novelty making is taught in some classes, the pupils being given instruction in sample mounting, making of novelties, covering and lining of boxes and cases, accurate measurements, and the solution of problems pertaining to the economical use of materials. Trade orders are solicited by the teacher, and the articles are made in class, with a view to emphasizing the trade side or money value of time, skill, and materials. The art work in color and design correlates with the work of the novelty-trade teacher. In a similar manner girls in the sewing and millinery classes have one period each week in drawing. This art work is closely connected with sewing and millinery.

Instruction in salesmanship is given to girls from the retail stores. The course consists of practical lessons in business arithmetic, including sales-slip practice and cash accounts; textiles, including cotton, flax, silk, and wool from raw material to finished product; color and design, including color combinations as to counter and dress; and salesmanship, including care of stock, approach, analysis of sale, closing sale, courtesy, demonstration sale. This work is plainly of great vocational value.

Thus, I have attempted to indicate the directions in which the Cincinnati compulsory continuation schools have developed and have seemed to be of vocational significance. To bring the story up to

date and to complete the tale, it is necessary to add that the legislature, at its session in the spring of 1913, changed the statutes regarding school attendance and child labor in such a manner as practically to eliminate the field of the compulsory continuation school. The new law makes it necessary for boys to remain in school until their fifteenth birthday and girls until their sixteenth. This leaves subject to the old unchanged continuation-school law only those boys at work between 15 and 16 who have not finished the eighth grade. However, under an interpretation of the attorney general, which construes as valid all age and schooling certificates issued before the new law went into effect last August, all children thus at work and subject to the law are attending continuation classes. These, with the boys already referred to as now subject to compulsory attendance, are the pupils with whom the work described is carried on.

IV. HOW SHALL WE STUDY AN INDUSTRY FOR PURPOSES OF VOCATIONAL EDUCATION AND VOCATIONAL GUIDANCE?

A. HOW SHALL WE STUDY THE INDUSTRIES FOR THE PURPOSES OF VOCATIONAL EDUCATION?

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Of late years a large number of investigations or surveys have had for their purpose the development of data upon which to formulate measures of vocational education. The results obtained by many of these surveys have not seemed commensurate with their expense, nor, on occasions, with their pretensions. Their frequent weakness has been that the data obtained have not been of a nature capable of interpretation in definite educational terms. The present paper represents an attempt to present principles and lines of investigation that may be turned to immediate practical account. Its distinct purpose is to formulate lines of inquiry and enable data to be obtained upon which desirable relations of vocational instruction to a community or an industry may be accurately determined.

If we analyze the relation of education to industrial workers, we are likely to find that in each industry there is one of three ways by which the welfare of the workers in that particular industry may best be promoted: First, their industrial efficiency may be improved either as regards skill or technical knowledge; second, their general education may be extended; third, opportunities for physical and mental recreation and stimulation may be offered them, whereby the monotony of automatic tasks may be relieved and the narrowing or cramping influences surrounding the daily work may be neutralized.

It is evident that only the first of these divisions constitutes the field, in any strict sense, of vocational education. The other two lines may be equally valuable and important to the well-being of the workers under certain conditions, but they do not constitute in a strict sense vocational education. One is concerned with the extension of general education, perhaps under many conditions the most needed and helpful influence that can be brought to bear. The other represents a field of activities of great importance in large

numbers of factory and mill trades where the conditions are such that a combination of physically recreative and mentally stimulating experiences are the most important benefit that can be brought into the lives of young workers.

Before beginning any survey intended to develop a program of vocational instruction, it is evident that substantial indications should be present pointing to opportunities along the first division. Such evidence should indicate, first of all, that there is large need in the industries of the community under consideration for further skill or technical knowledge that can not be entirely supplied in commercial practice, and furthermore that this need is worth supplying. To be specific, we should know whether considerable difficulty exists in obtaining efficient workers; whether the industries represented are of sufficiently high grade to afford adequate employment that insures a fair standard of living. Besides these facts we should know certain things as to the general industrial situation in the community, such as the proportion of industrial workers to the total population; the status of the community and its social attitude toward industrial work; the situation as regards variety and concentration of industries; racial traditions as regards the use of the child as an income asset; the habit of the community in regard to the use of educational opportunities; whether the industries concerned represent on the whole healthful occupations; whether they represent on the whole industries that from the civic and social standpoint are desirable to encourage.

To obtain such an outlook might require a preliminary survey. If so, the methods and conclusions of such an inquiry should be based upon its particular purpose and should be thoroughly distinctive from investigations of the type to be hereafter considered, which aim to develop data to be used as a basis of a constructive program.

As a result of such a preliminary outlook upon the situation we should be able to determine roughly whether the prospects for the introduction of vocational education becoming a benefit to the community are such as to justify an intimate investigation of the community's industries.

Before attempting to formulate the lines of such an inquiry it may be well to point out that the propositions submitted are based upon the assumption that our main progress in vocational education is to be made by adapting instruction to the specific needs of different industries rather than by setting up general types of vocational instruction and inviting workers or would-be workers to conform thereto. This leads to the conclusion that an investigation that aims at direct constructive results from the educational side should address itself to the study of each of the important industries or types of industry represented in the community.

The first effort of such an investigation would then endeavor to ascertain whether the industrial efficiency of those engaged in any industry or those intending to enter the industry may be improved either as regards skill or technical knowledge. In order to develop the lines of such an inquiry, the following analysis may be of service:

In general there are two aspects to every industry: (a) The purely manipulative side, that is, skill or dexterity, which may be denoted by S; and (b) the technical side, consisting of knowledge or information, which may be called T. The efficiency of a worker may be expressed by the equation $E=S+T$. Different industries vary greatly as to the amount of these two elements needed to secure efficiency. The following different cases and intermediate conditions stand out:

- (a) Both skill and knowledge are needed.
- (b) Skill is needed, but not technical knowledge.
- (c) Technical knowledge is needed, but not skill.
- (d) Neither skill nor technical knowledge is needed except in a very low degree.

Not only does the need for the two elements vary greatly in the different industries, but the opportunities for acquiring either or both of these elements in commercial practice are a matter of great variation.

Under (a) we may have three sets of typical conditions: (1) In which the worker can obtain both skill and requisite technical knowledge in regular employment; (2) in which he can acquire skill, but not technical knowledge; (3) in which he can obtain technical knowledge, but not skill.

Under (b) there are represented two typical conditions: (1) In which the learner can obtain skill in regular practice; (2) in which he can not.

Under (c) likewise there are two typical conditions: (1) In which technical knowledge can be acquired; (2) in which it can not be obtained.

This classification represents extreme typical conditions, between which are to be found intermediate stages.

From this analysis follows the first line of the proposed inquiry:

1. *Is skill or technical knowledge, or both, needed for efficiency and progress in the industry?*

If so, (a) can skill be obtained under conditions of regular employment? and (b) can technical knowledge required be so obtained?

As a result of these lines of inquiry it would be found, for example, that both skill and technical knowledge are needed in the industry. It would also be found, however, that in many industries under usual conditions the requisite skill may be obtained in practical work, but

that the technical knowledge required for progress and full efficiency may not be readily obtained. This would indicate that in such industries organized school instruction along technical lines may be of service. Again, it would develop that skill represents the important element in efficiency and that technical knowledge is of small account. In many industries the requisite skill can not be obtained under usual conditions of actual practice. Here again it is indicated that the school may have a possible place in the training on the manipulative side.

Further to determine the exact needs of school instruction, the following lines of inquiry are desirable:

2. *Opportunities represented by the industry*.—Opportunity as shown by (a) relative number of persons employed in the upper and in the lower stages of the industry; (b) average wages in the upper and in the lower grades; (c) proportion of new employees each year as compared to the total number of employees; (d) intermittence or steadiness of the industry; (e) number of departments or kinds of work represented in the industry.

3. *Ways in which the industry is recruited*.—Recruiting as shown under the following conditions: (a) Difficulty experienced in obtaining efficient workers. (b) How are high-grade workers recruited, by promotions from below or by direct employment? (c) Are untrained beginners wanted by employers? (d) Different ways in which beginners enter the occupation. (e) Average wage at which beginners enter the occupation; preferred age from employers' standpoint. (f) Percentage of those between 14 and 16 years of age entering during one year. (g) Percentage of those between 16 and 18 years of age entering during one year. (h) Average amount of general school training represented by beginners. (i) Are the wages small at first, growing slowly to high, or are they comparatively large at first but with small rate of increase? (j) Percentage of beginners leaving in the space of one year. (k) Percentage remaining in low-paid work at end of six years. (l) Percentage advanced to skilled or responsible work at higher wages at end of six years.

4. *In what ways do workers obtain training?*—(a) Have all beginners opportunities to learn more than one operation or kind of work? (b) Are there opportunities later on for those showing ability to change from one department to another? (c) Is the occupation open at the top for all beginners with requisite ability? (d) Does the worker receive any instruction or training from the employer? (e) Is there an apprenticeship system? (f) What percentage of all young beginners are apprenticed?

5. *Qualities demanded in a worker*.—Strength, endurance, intelligence, quickness, accuracy, dexterity, carefulness, artistic feeling.

6. *Conditions under which the work is performed.*—(a) Does the work involve any peculiar physical or nervous strain or present peculiarly unhealthy conditions? (b) Are the nature and conditions of the work such as to stimulate the intelligence of workers or such as to narrow and restrict their growth? (c) Are the influences surrounding the work morally deteriorating?

7. *Relations of occupation to school training.*—(a) Is the industry hampered by lack of knowledge or training on the part of beginners? (b) Is general school training beyond the "working-paper" grade of value for success in the occupation? (c) Is general school training beyond graduation from grammar school of advantage? (d) Is a complete high-school education of advantage? (e) Is industrial-school training in any form an advantage? (f) If either general or vocational training is an important advantage, just what kind of training is most necessary for efficiency? (1) General knowledge, (2) industrial and economic intelligence, (3) specialized technical knowledge, or (4) manipulative skill? (g) Would such instruction be most helpful if obtained before entrance upon the occupation or after?

As a result of the investigation outlined it should be possible to determine first of all whether the situation in the particular industry is such as to make school instruction in some form desirable from the standpoint of added efficiency; that is, whether the industry requires some form of skilled or technical knowledge that is not readily or satisfactorily obtained under conditions of regular work. Second, granted that this need is indicated, the investigation should allow us to determine whether the industry represents economic, sanitary, and other conditions that justify the community in providing means to assist its workers. Third, the investigation should indicate with some degree of definiteness what type of vocational school work is best adapted for serving the industry; that is, whether an all-day preparatory trade school dealing with pupils before entrance into the industry or part-time day classes or evening classes is needed and to what kind of subject matter such classes should address themselves. Furthermore, if it is desired, we should be able to ascertain for the industry in which vocational instruction is not an indicated need whether general school instruction or social-welfare work is an important need of the worker. Such data should allow us to ascertain fairly well the type of school instruction needed for the particular industry.

To illustrate the way in which such data might be interpreted in terms of a constructive program, let us examine two or three typical industries.

Industry 1.—In this industry both skilled and technical knowledge are required for efficiency. The requisite skill is obtainable under

conditions of practical work, but not the technical knowledge. The possibility of outside school instruction to supply this technical knowledge is consequently indicated. It is found that difficulty is experienced in obtaining efficient high-grade workers; it is also found that the industry presents adequate economic returns; that the conditions of work are satisfactory; and that opportunities for advancement are open. It is also found that beginners are not admitted below 16 years of age. Such conditions taken by themselves would indicate possibilities for either a preparatory trade school for those between 14 and 16 years of age, part-time day classes, or evening classes.

Further detailed study would be necessary to determine whether the required technical knowledge could be gained by boys below 16 years of age in a preparatory trade school, and whether they would attend such a school; whether or not the employers would allow attendance on part-time day classes; and still further consideration to determine what type of school would be best fitted for this particular condition.

Industry 2.—In this industry skill is needed for efficiency; conditions of practical work do not allow skill to be readily obtained; the trade brings good returns; conditions of work are satisfactory; difficulty is experienced in obtaining efficient high-grade workers; opportunities for advancement to high-grade work are frequent; beginners are not taken below 16 years of age. Such conditions indicate the possibilities of school instruction to supply training and skill. The same analysis would be necessary. In this case four possible school opportunities are suggested—a preparatory trade school for those from 14 to 16 years of age; a trade school for those above 16; part-time day classes; evening classes. Further investigation would be necessary to determine whether sufficient skill to meet the case could be given in a preparatory trade school; whether young boys below 16 would attend such a school; whether they would attend a school for a sufficient period after reaching 16 years of age; and whether or not the employers would allow attendance on part-time day classes. Still further consideration would be necessary to determine what type of school would be best fitted for this particular condition.

Industry 3.—In this industry skill is needed, but little technical knowledge. Difficulty is experienced in obtaining efficient high-grade skilled workers; wages of high-grade workers are good; conditions of workers fairly satisfactory; opportunities for obtaining skill needed for advancement are small; beginners enter in large numbers at 14 to 16 years of age and obtain fair wages. Such conditions indicate the possibility of a day preparatory school with short-term courses, part-time classes, or evening classes. Further study would be needed to determine the type best fitted.

If the need for general education or for social welfare work is to be looked into, the investigation should give at least primary indications on this side—if, for instance, the industry presents need for but little skill or technical knowledge, but presents fair returns in the upper grades, to which advancement can be made through experience; if the conditions of work as far as health and growth are concerned are satisfactory; if beginners are entered at 14 years of age—at the working-paper stage. Under such conditions it is probable that the extension of general education will be of important benefit to the workers. This would be doubly true of conditions similar to those just mentioned, but under which the line of advancement was very restricted, and juvenile workers, although employed in large numbers, would find employment only for short periods.

Furthermore, such an investigation would reveal conditions in which little skill or technical knowledge is required; in which, although the opportunity for advancement to fair wages is present, the work is concerned with such a narrow range of operations in connection with automatic machinery that the daily routine is monotonous and deadening in its effect. The study of such conditions of industry would very probably point to the provision of physical and social recreation as the greatest benefit that could be conferred upon workers.

B.—HOW SHALL WE STUDY THE INDUSTRIES FOR THE PURPOSES OF VOCATIONAL GUIDANCE?

Prof. FRANK M. LEAVITT,
University of Chicago, Chicago, Ill.

Since vocational education and vocational guidance are generally recognized as two phases of the great economic and social movement to improve the condition of those who form the base of the human pyramid which we call civilization, it may be asked, when the question "How shall we study an industry for purposes of vocational education?" has been answered, whether there will remain anything to be said from the point of view of vocational guidance.

If there be any distinction between the two viewpoints, it is because the movement, as already noted, is both economic and social, and because vocational education might possibly be expected to emphasize its economic phases, and vocational guidance certainly should emphasize its social features. It is possible to think of vocational education as having for its purpose the salvation of our industrial system and the maintenance of our commercial supremacy, but vocational guidance must have as its chief purpose the salvation of the lives and the ideals of the Nation's workers.

The two are not necessarily antagonistic, but the energy which impels each movement is likely to be drawn from a somewhat differ-

ent source. For this reason, if we study an industry from the point of view of vocational guidance, it may be for the purpose of bringing about a modification of existing conditions and methods in the industry quite as much as to secure a modification of the conditions and methods of education. It is well within the range of possibility that vocational guidance, when carried out in a comprehensive, purposeful, and scientific way, may force upon industry many modifications which will be good not only for the children but equally for the industry.

For example, we hear much about a "minimum wage." It is frequently contended that the minimum wage should be at least a living wage. But this makes no provision whatever for the fact that we have always had, and always shall have, children who are only partly self-supporting because they are in that transition stage between the period of dependence, on the one hand, and of full responsibility for one's own maintenance, on the other. What is radically wrong in the present situation is that children so often are obliged to work, and work intensely, for the full adult working period, and are given for their services a wage only sufficient for part support. When children work part time only, and when the remaining hours are spent as children should spend them in recreation and study, we shall hear less about a minimum wage for minors. And what is more to the point, the child-employing industry which is forced to adjust itself to the needs and rights of children in respect to hours of labor will inevitably gain by such adjustment.

The point I would try to make is this, that in studying an industry from the point of view of vocational guidance, we should try to ascertain what the possibilities are for reorganizing its methods of employing minors, and to show how such modification may result in common advantage, both to the industry and to the industrial worker. Vocational guidance will not hesitate to demand such modification merely because the industry is rich and powerful and the child relatively poor and weak. Why should we hesitate to lay hands on industry in the name of education when we have already laid hands on the school in the name of industry?

In studying the characteristics of the various industries in order to determine what are the "good" industries, we are told that a "good" industry is one in which there are clearly defined lines of progress from the lowliest "job" up to some of the prominent responsible positions in the organization, thus providing incentive for both work and study. In studying an industry from the guidance point of view, it is essential that we stand between the school and the industry and look in both directions—forward into the shop and backward into the school life of the child. We must be able to

say, eventually, that such and such experiences gained in the last year or two of the child's school life have rendered the first year or two of his vocational life more efficient and progressive than some other type of school work. In order to do this it will be necessary, not only to improve immensely the nature of our school records, but to establish the right to exercise some sort of community control and supervision of working minors, so that records of the early vocational years may also be preserved. It is only by taking the late school records, together with the early vocational records, and by considering them as a whole, as a continuous experience, that valuable conclusions can be reached and the industry be truly "studied."

It is quite clear that all this will take time and that the process can not produce immediate results, but beginnings can be made now; and we should remember that the project upon which we are engaged is one that will last indefinitely, advancing by slow growth from within rather than by superficial accretion.

Since any plan for giving vocational guidance involves the cooperation of parent, teacher, and employer, it is reasonable to expect that modifications will be brought about not only in the school but also in the home and in the shop. It is quite as reasonable to expect that the employer may be brought to see the advantage of making the early vocational experience educative as that the teacher shall be induced to give the later school experiences a real vocational flavor. In the problem of making a better adjustment between the child, the educational methods, and the vocational demands, we shall certainly find that the characteristics of childhood are more fundamental and changeless than are the characteristics of our industrial systems or of our school organizations. The "factory system," which is giving us most of our difficult problems in the industrial education movement, has evolved its important features within 200 years; our modern school has its roots in an educational tradition of perhaps four centuries; the characteristics of childhood are the same now as ages ago. They are constant—one might say eternal—while, by comparison, the "systems" of education and of industry are but transitory.

The child needs for his complete development play, study, and work. We can not improve matters materially by "saving" him from work until he is 16 or 18, for, as Prof. Ely has pointed out, the problem of child idleness is a far more serious one in the United States to-day than is the problem of child labor. So we must "save," that is to say, "improve" the work, and whatever may be of importance in studying an industry from the point of view of vocational education, from the point of view of vocational guidance the prime factor will always be the child, whose rights will be placed far above those of property or the dictates of educational tradition.

APPENDIXES.

A.—THE ROUND TABLE QUESTION BOX.

Presiding Officer, Prof. J. M. TELLEN,
Case School of Applied Sciences, Cleveland, Ohio.

Question 1.—What should be the relation of vocational guidance to employment agencies?

MR. HENRY D. HATCH, Chicago: In this country we have very much to learn from Edinburgh, Scotland. In that city there is a very vital connection between the educational information department, which practically works out the vocational adjustment problem, and the employment department.

Under the Parliamentary act of 1910 it was made possible for boards of education to expend public funds in Scotland, and later in England, for the establishment of vocation bureaus. Afterwards the board of trade labor exchange made it possible to establish juvenile departments, and now throughout Great Britain and Ireland three different forms of cooperation exist. In my judgment the type found in Edinburgh is the wisest, where there is a combination of both functions, the juvenile department of the board of trade labor exchange and the educational information department in the board of education offices, both under board of education supervision and direct control.

MISS LILLIAN KANE, Hartford, Conn.: I wish to speak of the special problem of placement from my experience in Hartford. When I went to Hartford to start vocational guidance work there was no vocational education at all. The children were leaving school by the thousands between the ages of 14 and 16 and entering any industry they happened to find. We found by investigating in Hartford that placement is needed for children between the ages of 14 and 16.

Vocational guidance is too loose a scheme; that is, you can advise a child to enter a vocation, but you must define exactly the place for him to get the right guidance. Placement work is necessary, but it can not be done legitimately by the public-school system until there is a thoroughgoing system of continuation schools.

CHAIRMAN TELLEN: There is a rather interesting phase in the city of Cleveland, where they have made provisions for an employment bureau in connection with which vocational guidance will be taken up. It is felt that vocational guidance must necessarily go hand in hand with the employment or placement.

MR. GUSTAV BLUMENTHAL, Washington, D. C.: An employment agency can not have much to do at present with vocational guidance. Most of the vocational agencies which the Young Men's Christian Association has started in Buffalo, Minneapolis, and New York have to do altogether with boys who have already been through school.

Vocational guidance should have its start in the schools before the children attain the age of 14 years and require employment. For the last three years I have practiced in America a kind of vocational employment work, but it was not actually to find positions for people; it was rather to size up what they were

actually capable of doing. We have recently started a vocational bureau in Washington, D. C. The chamber of commerce, the board of trade, and the manufacturers' association have no other purpose in this enterprise than to find work for high-school boys and girls in Washington when they leave school.

Mr. EDWIN G. COOLEY, Chicago: They have a most practical bureau in the city of Edinburgh. In the building on Castle Terrace the organizer of continuation schools has his own office, and in the next room the man at the head of the labor bureau has his office, and this serves as a clearing house for the employment of youthful people in the city of Edinburgh. The educational organizer receives from men and women in charge of schools a list of those who are going to be free at the end of the year to seek employment under the law, being 14 years of age. He knows whether they are going to stay in school or whether they are going out. If they are going to leave, they are reported to this organizer of the continuation schools. Information is filed with him about these boys and girls as to their physical and mental characteristics—whether their eyes are good, whether their lungs are good, whether they are stupid or intelligent, industrious or lazy. Any general information that can be made available is all at hand in this organizer's office.

On the other side of the doorway is the application of the employer stating what he wants—a carpenter's apprentice, a plumber's apprentice, or whatever it may be.

It is the duty of this organizer each year, shortly before the close of the schools, to call the students in with their parents for a meeting, at which he, the teachers, the parents, and the members of a special committee appointed by the board of education, representing various trades, all talk with these boys and girls, to ascertain what wages are paid and how many positions there are to fill. Then, before the close of the year, the students make their applications to the educational organizer, stating what they would like to do. On the other side of that application is placed the information as to what is available. The work is carried on in a very systematic and careful manner. As soon as a boy or a girl enters upon employment, the continuation school organizer knows it; the child is called in; and full information is obtained concerning his employment. The system is working admirably in the city of Edinburgh.

Question 2.—At what period of the school work should vocational guidance be begun?

Mr. JESSE B. DAVIS, Grand Rapids: It just happens that we begin with the seventh grade in Grand Rapids. That does not mean that we believe that this is the place where it necessarily should be begun. We have not tried to get at it from that point of view. It is a matter of evolution. We began the work in the high school and have worked it back to this point, and as so much of our work is in a condition of experimentation, this is about the only answer I can make to the question. In other words, so far as this formal study of the problem on the part of the pupil is concerned, we feel that the seventh grade is about as early as it is practicable; but others may have had experience in beginning it before the seventh grade.

There is some work in broadening the vision of the pupils that might perhaps be done earlier—industrial excursions, or something of that sort; but so far we have not attempted to do anything by way of formal instruction earlier than the seventh grade.

Mrs. WILLS, Hartford, Conn.: In the State of Connecticut nearly 70 per cent of the children have left school by the end of the sixth grade. Therefore, if you begin vocational guidance in the seventh grade, it would only

touch a few of the children who leave school at the age of 14 to go to work. We think, in Hartford, that vocational guidance should begin just as early as possible.

Perhaps I do not understand what some of you mean by vocational guidance in the lower grades of school, but to me it would mean the study of aptitudes, such as the teacher can make from daily association with the child. Possibly an illustration would be of more interest. I know of a little apprenticeship school for machinists in a small town in Connecticut, where they take boys in at the age of 16; and the director of that school told me that within three months 40 per cent of the boys are discharged as not having the aptitude for becoming expert machinists. There the special requirement is that a boy should have the correct eye for proportion and direction. Without that qualification he can never be an expert machinist. As I say, the director informed me that the boys go in at the age of 16 and that 40 per cent of them are found to be misfits. Now, that should be found out by the teacher in the school long before the child is 14 years of age. To me what is meant by vocational guidance is the study of aptitude.

MR. F. P. GOODWIN, Cincinnati: A few of us in Cincinnati have been considering the advisability of trying something in the way of vocational guidance with that class of pupils whom we may call prevocationists—those pupils who perhaps are behind in their course, whom we are already putting or expect to put in prevocational work, largely manual in character, and who will spend at least half of their time in school and the other half in employment. We have not attempted this yet, but we have come to believe, as has just been said, that a good deal could be done through the study of aptitude.

I am willing to go further as a suggestion for an experiment and to urge that a considerable body of information should be given pupils of that class concerning the various trades which may be open to them, so that the child himself will be giving some consideration to the question of what his life career shall be. I should add in that connection that in my judgment there should be a strong contrast in the child's mind between the two classes of occupations he may enter—the blind-alley trade and the trade which opens up a career instead of simply a fair living at the beginning.

MR. HENRY D. HATCH, Chicago. Two points occur to me in this connection—one as to the relation of the charts which Dr. Ayres has exhibited¹ and the other in connection with what has just been said. Dr. Ayres very distinctly showed that the sixth grade and those below it contain half of the pupils who leave school. If you begin in the seventh grade to look after the vocational adjustment problems of these children you leave more than half of them out of any consideration whatever, and perhaps you leave out of consideration that half which is most in need of your help, because the circumstances of those who go on with their school work are much more favorable to their life outlook than are the circumstances of those who have dropped by the wayside in these lower grades.

Now, just a word again supplementing what Mr. Cooley has said and adding further to what I suggested in reference to Edinburgh. It is a part of their plan there that when the child is 12 years of age, or when he has reached the sixth standard, corresponding fairly well to our sixth grade, the parents are taken into a heart-to-heart talk with the school authorities as to the outlook for future school attendance on the part of the child. If it is the outlook of the child that he may go on into the higher-grade schools, having completed

¹ See p. 271, for the data on which these charts were based.

the sixth standard, for a two-year course, or a three-year course, or a five-year course, leading eventually to a certificate to the university, then his way is clear through the regular courses that have been in operation for a number of years; but if it is the forecast of the parents that that child must leave school at 14, then it is the thought and arrangement of the school authorities in Edinburgh to care very carefully for the child during these next two years, between the age of 12 and 14, in what are known as the supplementary courses in the regular day school, courses which form the first foundation of the continuation school for those that do not get a chance to accomplish this work before they leave school.

MR. HENDERSON, Hammond, Ind.: It seems to me self-evident, if we are to give the child vocational guidance, that we must give it to the child while we have him and not after he is gone. If practically 70 per cent of the children leave school at the end of the sixth grade, we must get in ahead of that time.

It does not seem to me, however, that we should accept this condition as at all needful, that of a boy leaving school in the sixth grade at 14 years of age, or about two years retarded. We had better devote our attention to getting that boy past the sixth grade at the age of 14. If 70 per cent of the children leave school at the sixth grade, we would have to begin at the fourth grade. That does not seem to me to be needful at all. We as instructors should see to it that those children get beyond the sixth grade at the age of 14.

Question 3.—What methods and agencies are needed for advising school children with a view to securing the training indicated by vocational guidance?

MISS ANNE DAVIS, Chicago: We started to work in Chicago a little over three years ago with a private organization entirely outside of the schools. It started under the supervision of the School of Civics and Philanthropy, being assigned to the research department of that school. They were making an interesting study at that time of truant children who were coming out of the grammar schools, with no one to guide them or lead them into any beginning jobs; and in following up the children they found the majority of them landed sooner or later in the juvenile court as delinquent boys and girls. They began making a study of some of the industries and some of the jobs open to boys between the ages of 14 and 16; and after a few months of experimental work they began studying some of the occupations and industries open to girls in the city of Chicago between the ages of 14 and 16. For nearly two years we worked entirely outside of the schools. The result was the children that came to us were children that had been out of school for some time. They were children who had had anywhere from one to eight or nine jobs; they had drifted from one blind-alley occupation to another; and the result was that there was very little we could do for them in the way of vocational guidance. Some of them had worked on automatic machines; they could not see, and we could not make them see, that it was worth while to enter a trade as an apprentice at \$5 or \$6 a week, when they could earn \$8 or \$9 or \$10 a week on an automatic machine. For that reason, as I say, the result was that we could do very little for these boys and girls.

We saw, therefore, that the work ought to be done in the schools; that we ought to catch these children before their working certificates were issued and before they had a chance to get into any kind of employment.

In March of this year (1913), Mrs. Young and the board of education very kindly consented to give us office space in the board of education headquarters. Notices were sent out to the principals asking their cooperation and asking also if they would be willing to send children to us before they issued their working

certificates. Now, when a child asks for a working certificate or when a teacher understands a child is thinking of leaving school, the supervisor who has charge of the work nearest that school is notified; the child is seen; the home is visited and the parents interviewed; with the result that we have been able to return a good many children to school.

We found in two or three schools that it had simply become a custom for the children to leave at 14 years of age. In response to inquiry, numerous children said, "We are leaving school because we are 14 years old;" they thought they did not have to go any longer. When we held open the opportunities that the Chicago schools are now giving in the way of vocational training, when they heard of this and of the technical work in the high schools, we found we were able to return a large number of these children to school to continue their training.

We are doing a little work in placement, of course, but our main object is to get the child back to school and to put him in the way of further training if possible.

MISS M. EDITH CAMPBELL, Cincinnati: Do you think you can get a good idea of the industries without placement work?

MISS DAVIS: No; I do not think you can. We did very little work in placement at first. We find out, however, before we place children in these industries, all we can learn about the occupations and the conditions under which these children work, the opportunities open to them, and the wages paid to them. An interview with an employer gives us perhaps a very good idea of a certain occupation or a certain factory or a certain shop, but after a child has worked there we are not always convinced that the employer has given us a correct statement of the conditions in that factory or shop.

MR. C. B. CONLEY, Pittsburgh: I should like to ask if there is any cooperation on the part of the manufacturers?

MISS DAVIS: We have investigated about 4,000 shops, offices, and factories in the city. This is, of course, a very small percentage of the number we have in Chicago; but on the whole, especially since we have started to work in the school, the manufacturer has been very much interested in the work we are doing, and I think we have had very good cooperation. I might add that we have also had very good cooperation on the part of the unions in the work we are doing.

MR. RICHARDS, Rockford, Ill.: I should like to ask if the manufacturers apply to you for children?

MISS DAVIS: We do not wish the employers to think we are a regular employment bureau. We try to get that out of their heads. Just before I came away an employer called me up. He had called up the week before for a boy to fill a certain position because we had sent others to him who had been successful, and he told me he wanted another boy just like the boy we had sent him before. His need was a little more urgent than we could supply, however, and he called me up to say that our boy came a day too late; that he hired another boy, but was sorry he had not waited, but that now he wanted another boy and he was willing to wait until we could send him the right kind of a boy.

MR. CONLEY: You stated that you had the cooperation of the manufacturer. Does the manufacturer take sufficient interest in your boys to know how they are trained? Have they cooperated with you in any extent as to the curriculum? My reason for asking that question is this: So far as I know the city of Pittsburgh has the only school board that has set aside a sum of money for vocational guidance. We have always been reaching out to get the very best we could. If the manufacturer, from our view point, would do his very

best and interest himself in the training of the child as much as he does in getting him, I think it would relieve our work very much.

Miss DAVIS: We are working at that from another direction in Chicago by trying to get these manufacturers who employ boys who have had little training and have had to go to work at an early age to send the boys to school half a day a week. There is one company in Chicago sending 20 boys to elementary schools—boys who have not completed the grammar-school grades—for courses in academic subjects, English, history, mathematics, etc. We are working from that direction with these boys. The majority of the manufacturers are interested in their further training, but we have not been able to make them all see the benefit they are going to derive by giving the boys a half day off each week to go to school.

Mr. W. M. ROBERTS, Chicago: I would like to say that the greatest work that vocational agencies have done has been to get the children back to school. About 40 per cent of those who apply for jobs are induced to go back to school and continue their courses. Usually, as Miss Davis has said, it would be advisable to suggest to these people something that could be done in school to further the purpose the child has in mind as his life work, some line of study or vocational course that can be taken up in high school.

Miss DAVIS: In answer to Mr. Conley's question as to whether the business men are in cooperation with this work, I should like to have Mr. Raymond Booth, who represents the association of commerce in cooperation with the board of education, state something of the work he is doing with the business men of Chicago.

Mr. RAYMOND BOOTH, Chicago: It seems to me to be a rather healthy sign to any community when the business and educational interests realize that their interests in the boy who leaves school or is contemplating leaving school are, in the last analysis, one and the same. The Chicago Association of Commerce has definitely entered upon the work of vocational guidance simply from the business and economic viewpoint.

Employers are generally heard complaining of the loss of time and waste of energy they have in breaking in boys who drift into jobs for which they are not fitted; who therefore last only a brief length of time; and who at the expiration of that time have to be dismissed. It was felt that some means ought to be instituted whereby one of two things could be put into effect: First, that boys who were leaving school might be induced to stay in school longer, so that when they did leave they would give a better type of service to the employers; or second, that those who did leave might be placed in work for which they had the most natural aptitude.

Instead of going about this independently, it was felt that the best way to work it out was to cooperate with all the institutions interested, and particularly with the board of education, inasmuch as the board of education is training the future operatives for industry. So the association of commerce has for the past year been cooperating directly with the board of education. It has kept one representative in the field who has been trying to induce the boys who came to him to go back to school if they possibly could.

Employers are beginning to wake up to the fact that child labor is not in the last analysis profitable. A number of employers have told me that they would be only too glad to raise the age limit at which boys come to them and seek employment. In fact, a number of employers are gradually raising the age limit to 16, because they feel that the type of service that they get under that age is not efficient and is far from proving satisfactory. Employers are voicing a cry which is bound to be heard, and which is heard now, for greater efficiency

and a better type of service from the juvenile employees who come to them. We therefore try to keep the children in school just as long as possible, knowing that in the long run they are going to give a type of service that is better and more satisfactory to the boys and girls themselves and that is going to be of more value to the industries.

Again, those boys who do have to leave want to be linked up with the kind of work for which they have the most natural fitness, and so we have tried to extend the cooperative group of employers, especially among those who are members of the association of commerce. I have therefore been going around to a number of these employers, interesting them in the work by telling them what the board of education is doing, and that it was felt that the board of education and the association of commerce, representing the combined business interests, should work in direct harmony and should have at heart the best interest of these boys who are leaving school and who are potential citizens and business men. Of course, the association of commerce joined in this movement, not so much from philanthropic motives, but because they realized that in the long run they will be the gainers. It is obvious that if this waste of time and money in breaking in misfits can be obviated, the business interests, as well as the boys and girls, are going to be benefited.

So it seems to me that the very fact that the board of education of the city of Chicago and the business interests of the city of Chicago are organized, and that there is a strong cooperation between them, indicates a widened public feeling and a widened civic conscience.

MR. HENRY D. HATCH, Chicago: Mr. Chairman, will you kindly request Dr. Bonser, of Columbia University, to tell us how the Manhattan Trade School for Girls is solving the problem of guidance and preparation for employment and placement?

PROF. FREDERICK G. BONSER, New York: The Manhattan Trade School for Girls is making an endeavor to place girls who come to them in such work as fits their natural aptitudes. This school takes girls in the upper grades, gives them quite a variety of work to find out what their natural aptitudes are, and then advises them to concentrate upon that line of work for which they are best adapted. They are in pretty close touch with the employers in various lines into which the girls go, and they make a careful endeavor when a girl leaves school to help her to find the work for which she is adapted. They carry along a line of work which is from day to day a constant test of what the girl's commercial ability may be when she leaves the school; that is, they know at the end of any day, and the girl herself may know, just what she could earn if she were to go into a trade on the next day. As a result of this careful check as they go along they are enabled to place the girls pretty well.

Question 4.—What are to be the methods for discovering the capacities and aptitudes of school children?

CHAIRMAN TELLEN: I think Cincinnati is the one city which is best qualified to give an answer to this question. I shall therefore call upon Miss Campbell.

MISS M. EDITH CAMPBELL, Cincinnati: We are attempting to do two things: One is to make a comparative study of children in school for five years and the other is to study the children at work, giving them a simple test at the end of each job, because we have a law which requires reregistration at the end of each job, so that they must come back and get a new work certificate. We are trying to make an extensive study of these children, and we expect at the end of five years to be able to give some information regarding them and as to the

results achieved under this plan. We have tested, in the three years that the work has been going forward, approximately 800 children. We are trying, through the administrative office, to find out about the industries, and we are also trying to find out through simple psychological and physical tests the industrial record of each child in connection with a careful system of home follow-ups after the child has found employment, and also through these tests to discover his aptitude.

Question 5.—Has any complete system of work for a vocation counselor for a series of months been drawn up anywhere?

MISS SARA LOUISE ARNOLD, Boston: A year's program for those desiring to become vocational counselors has been arranged by the Women's Educational and Industrial Union of Boston. This includes research as to industrial opportunities, economics, statistics, observation, and practice. It is planned and will be carried on by the appointment bureau of the Women's Educational and Industrial Union of Boston and by instructors who are thoroughly equipped. It is especially offered to college graduates and experienced teachers who are preparing for the problems of vocational advice or counsel. This is the only year's program I know of offered to teachers. It had been expected that this program would go into operation this year, but conditions have compelled its postponement until next year.

Question 6.—Is vocational guidance a thing that concerns purely the submerged seven-tenths, that is, those children that drop out of school at an unseasonable age, or is it concerned with those who enter the professions—school teaching, say—and a good many other kinds of work?

PROF. BONSER: It has seemed to me from the beginning that vocational guidance is something that concerns all people who are in any way to render social service to others; and that some of our most valuable social capital is represented by those children who are able to go through the schools beyond the sixth and seventh grades. You know there are many misfits in the profession; you know one of the students in the vocational guidance class last year said she thought there were more misfits among the school teachers than in any other vocation.

The general character of this question leads me to suggest what might have a relationship to one of the previous questions that I did not feel moved to say anything about at the time. Where should vocational guidance begin? It seems to me that the whole discussion here has been in a certain sense an indictment of our public-school system. If it is the business of the public-school system to deal with problems that are in such close relation to life, problems which involve the earning of a livelihood, and if the boys and girls going through these earlier years of life under the guidance of the school teachers do not learn something that enables them to make a livelihood, then just so far, it seems to me, the public-school system falls short. Eventually, I believe, the outcome of vocational guidance will be to so organize the curriculum of the schools, both elementary and secondary, that the work will constantly bear sufficiently upon life to make it count for something in discovering both the vocational aptitude of the child and the business that has application to the child. If this thing works itself out in a large way and does not confine itself to the submerged and unfortunate class who must get out of school at an early age, then it does affect all the vocations, including professions, and it does affect all the children.

B.—VOCATIONAL GUIDANCE THROUGH ENGLISH COMPOSITION.

WORK IN THE GRAND RAPIDS (MICH.) HIGH SCHOOLS, UNDER JESSE B. DAVIS, VOCATIONAL DIRECTOR.

Members of the vocational guidance conference were admitted to the classrooms to observe the pupils in the discussion of vocational topics according to the following outline:

Seventh-grade theme: *Vocational ambition.*

Purpose, to arouse within the pupil a desire to be somebody and something worth while in the world.

Eighth-grade theme: *The value of an education.*

Purpose, to impress upon the pupil the need and means of obtaining some further preparation for life than that of the grammar grades of the public schools.

Ninth-grade theme, first semester: *The elements of character that make for success in life.*

Purpose, to draw out an understanding of real success in life and how it is obtained, and to apply the fundamental lessons of character building to the needs of each pupil.

Ninth-grade theme, second semester: *Vocational biography.*

Purpose, to continue the same lessons from the lives of successful men and women in varied fields of endeavor.

Tenth-grade theme, first semester: *The world's work.*

Purpose, to study vocation in general in order that the pupil's vision of the call to service may be as broad as possible.

Tenth-grade theme, second semester: *Choosing a vocation.*

Purpose, to attempt to select that vocation or general field of occupation for which the pupil by self-analysis seems best fitted.

Eleventh-grade theme, first semester: *Preparation for life's work.*

Purpose, to plan out a definite course of study and conduct to meet the special requirements of the profession, business, or industry chosen.

Eleventh-grade theme, second semester: *Vocational ethics.*

Purpose, to study the moral problems peculiar to the chosen business, profession, or occupation.

Twelfth-grade theme, first semester: *Social ethics.*

Purpose, to study the relation of the individual in his future vocation to society.

Twelfth-grade theme, second semester: *Civic ethics.*

Purpose, to study the relation of the individual in his future vocation to the state.



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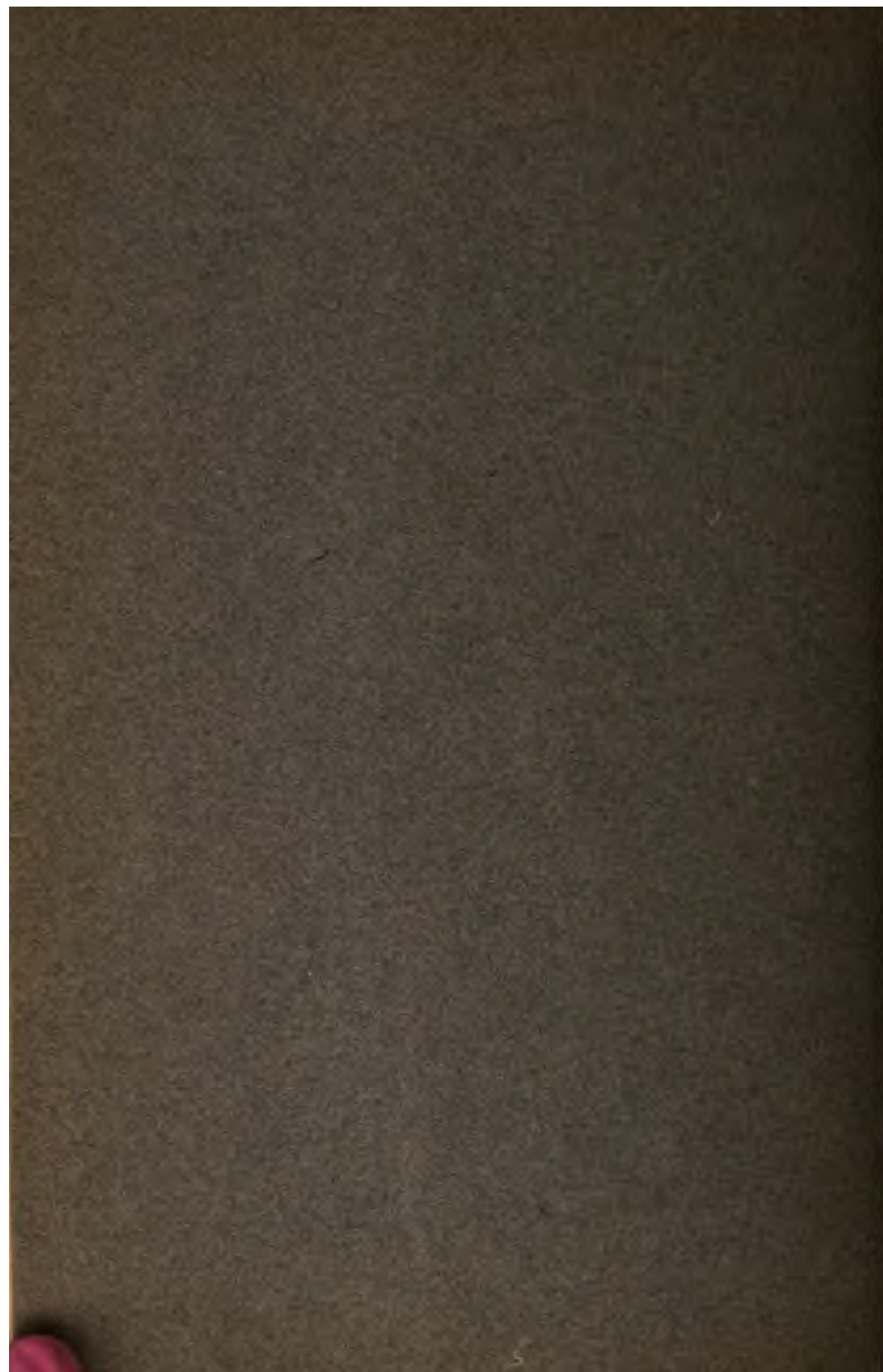
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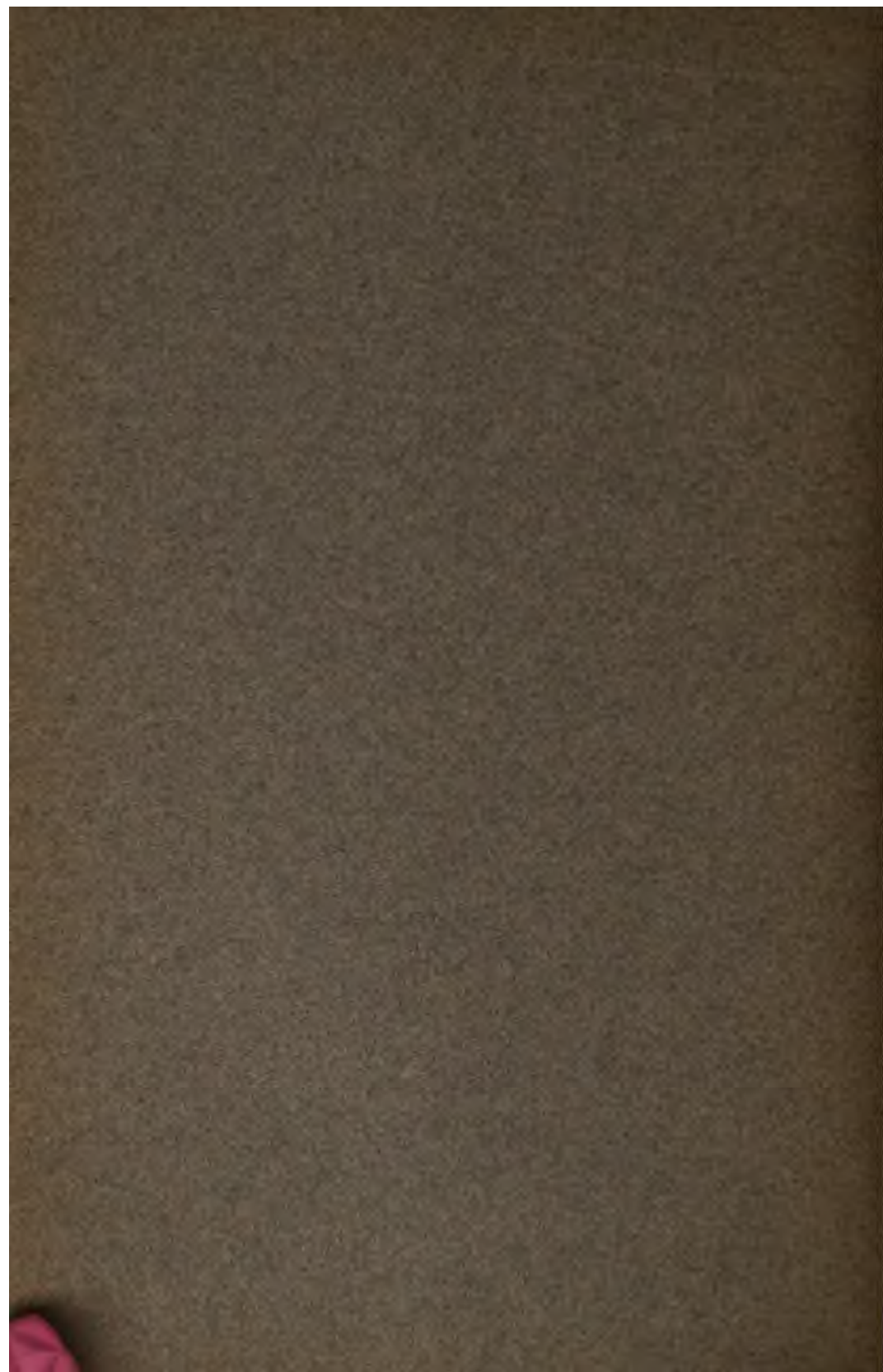
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JANUARY, 1913-JANUARY, 1914



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Beginning with the year 1913, the Monthly Record of Current Educational Publications takes the place of the annual Bibliography of Education previously issued by this office. The present author and subject index is designed to make the 11 numbers of the Record from January, 1913, to January, 1914, inclusive, available for permanent use as an annual survey of educational literature. The references in this index are to the item numbers, which run consecutively throughout the series of monthly bulletins for the year. A very full system of subject headings is included, to supply the lack of a closer classification than was practicable in the monthly lists, and to afford ready access to material on each topic represented.

The index was compiled by Miss Isabel L. Towner, head cataloguer in the library of the Bureau of Education.

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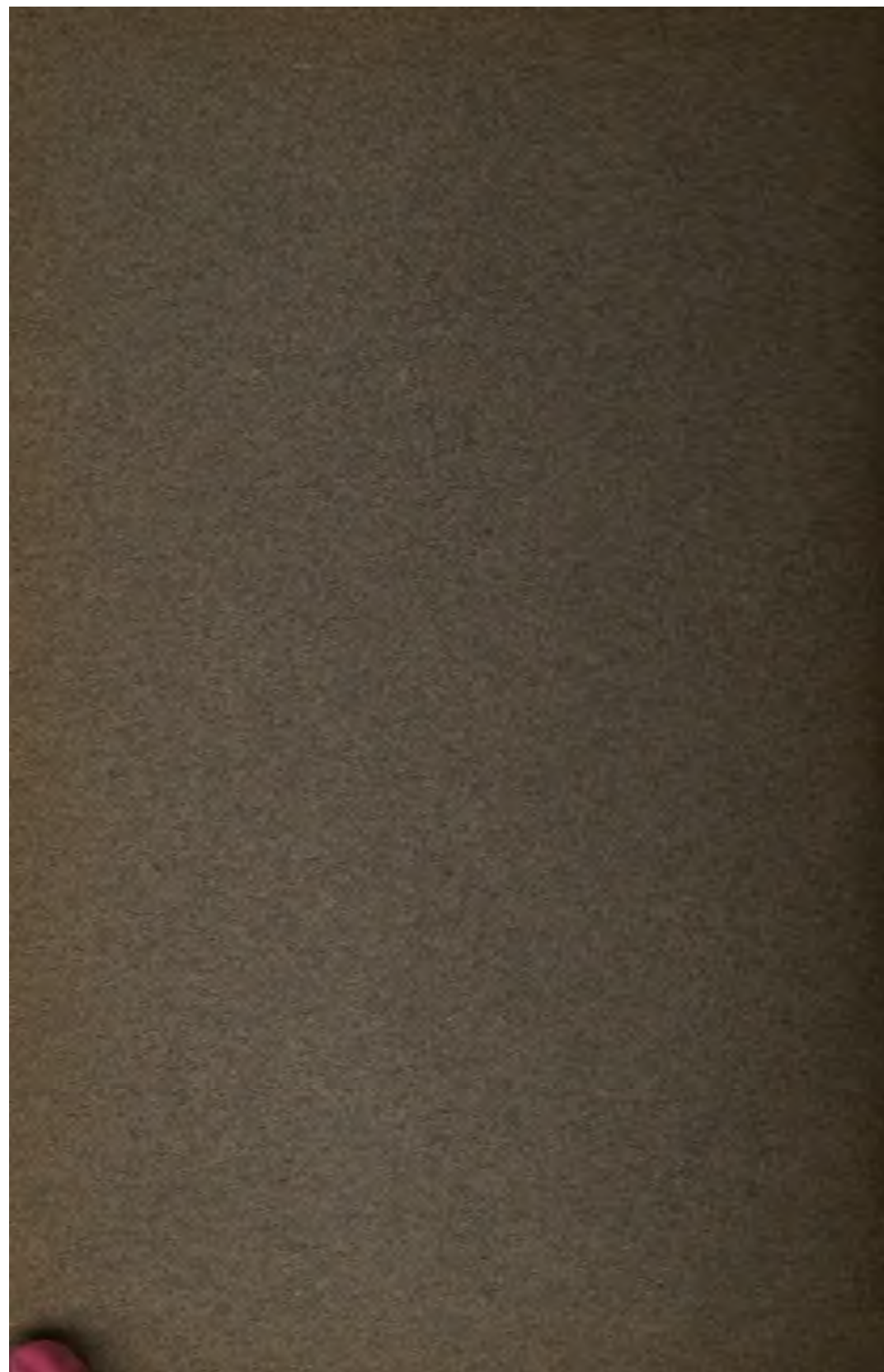
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UNITED STATES BUREAU OF EDUCATION

BULLETIN, 1914, NO. 16

WHOLE NUMBER 589

THE TANGIBLE REWARDS OF TEACHING

A DETAILED STATEMENT OF SALARIES
PAID TO THE SEVERAL CLASSES OF
TEACHERS AND SCHOOL OFFICERS



Compiled by

JAMES C. BOYKIN AND ROBERTA KING

For the Committee of the National Education Association on
Teachers' Salaries and Cost of Living



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U. S. Government

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PREFATORY STATEMENT.

The committee on teachers' salaries and cost of living of the National Educational Association deems itself fortunate in securing the cooperation of the Bureau of Education of the United States in publishing this bulletin on the actual salaries paid to teachers in elementary, secondary, and higher grades in all parts of the United States. It was arranged with Commissioner Claxton that this task be placed in the hands of James C. Boykin, editor of the Bureau of Education. This report, in comparison with the report of the committee on salaries, tenure, and pensions made in 1905, should present a clear outline of the movement of teachers' salaries throughout the country, showing where they have remained stationary, where they have advanced, and where they have retrograded. It should also show a basis for the determination of the relative standing of cities with regard to the compensation of teachers.

The bibliography contained in this report was prepared by Dr. Bird T. Baldwin, professor of education in Swarthmore College, and Walter H. Mohr.

In order that our knowledge of teachers' salaries may be kept up to date, similar bulletins, with such changes in form as experience may direct, should be published.

JOSEPH SWAIN,
*Chairman of Committee on Salaries, Tenure, and Pensions
of the National Education Association.*¹

¹ The members of the committee, in addition to the chairman, were: Robert C. Brooks, executive secretary; Ernest C. Moore, David B. Johnson, Harlan Updegraff, Grace C. Strachan, Margaret Haley, and James Ferguson.

THE TANGIBLE REWARDS OF TEACHING.

INTRODUCTION.

This document is intended to present all the available data relating to salaries paid for teaching which can be printed in a bulletin of reasonable length. No attempt is made to draw conclusions nor to institute comparisons. Even summaries, averages, medians, and all the other customary accompaniments to statistical investigations are almost wholly omitted. With definite limitations of time and space, it seemed the part of wisdom to present as much as possible of original material and to leave all secondary studies for others. There is abundant opportunity for fruitful studies of that kind, and it must be confessed that the compilers often found it difficult to resist the temptation to depart from their predetermined plan. To follow every promising lead which appeared during the course of the work would, however, have required years; to print all the valuable deductions that might have resulted would fill many volumes as large as this.

It is a source of keen regret that it is not possible to publish all the facts that came to us during the progress of the inquiry, especially in relation to college and university salaries. But the data could be secured only under the promise of strict secrecy, and with the understanding that the figures would be used in such a way that it would not be possible to identify them with any institution or any individual. We have taken great pains to comply with those conditions, as the tables indicate, although it was realized that the effort to do so detracted greatly from the usefulness of the document. The knowledge that a certain amount is paid for definite work in some institution in some part of the United States has its value, but that value would be many times greater if it were known in detail what qualifications are demanded and what conditions surround the employment. These facts may not be published, though they are all in our possession. Unfortunate though that may be, it is a source of gratification that we are able to present so much, for it has been repeatedly asserted that such information could not be collected because of the confidential relations between a college and its professors. The officers of nearly all the important institutions

furnished us information as detailed as we desired relating to their salary lists. Only two definite refusals to do so were received. It appeared that we might have had all the rest if it had been essential; but so many representative institutions gave freely the desired facts under the seal of confidence that it did not seem necessary to urge compliance on the part of the reluctant ones, except in a few cases which were important for geographical reasons.

In consequence of this cordial cooperation on the part of officers concerned, the tables may be accepted as truly representative of the salary conditions in the country as a whole. Institutions located in every section, and of every class, are included; but if we had separately shown the several geographical divisions or the different classes of institutions, it would have been impossible to conceal identity in very many cases. That concealment was our first thought throughout.

CHAPTER I.

SALARIES IN CITY SCHOOL SYSTEMS.

It is only in relation to public schools that it is possible to obtain for publication complete data of salaries; and it is the officers and teachers in the public schools who display the most of interest in salary investigations. For these reasons, as well as because of numbers, this chapter dominates all the rest in extent. Every effort was made to secure and present a statement of every salary paid for teaching and for supervision in every city, town, and village in the United States in which more than 5,000 persons reside. Very few are not included.

The data were furnished in each case by the city superintendent or the clerk of the board of education. Practically without exception, all the figures are for the year 1912-13, or for some day within that year which suited the convenience of the reporting officer. For all practical purposes in an investigation of this sort it is immaterial what day was selected, for, the schedule being the same, the differences during the year are negligible under ordinary conditions.

The methods of presentation are self-explanatory. The cities are classified by population in order to facilitate comparison of the salaries in any city with the salaries in other cities in which the conditions are presumably similar. The designations of positions and the titles of officers and teachers were reported to us in terms of local usage. In tabulating the material, it was occasionally necessary to make certain modifications of those terms, in order to fit them to the uniform classification. In all such cases the actual duty which appeared to be performed by the person concerned was the factor which determined his or her classification.

All the salary schedules which could be obtained are included in Table 13. In a surprisingly large number of cities salaries are fixed arbitrarily in accordance with the judgment of the appointing officers, or by agreement with each individual. In other cities the schedules adopted refer to only a few classes of teachers, and add but little if any information to that which is printed in other tables of this chapter.

A portion of the historical data relating to Baltimore, Boston, Cincinnati, and St. Louis (Tables 14 to 34) was compiled by the writer about 20 years ago and was printed in the Report of the Commissioner of Education for 1889-90. Later data have been added to bring the material up to date.

TABLE 1.—Summary of salaries of officers and teachers in city public schools.

Positions.	Number.	Yearly salary.		
		Minimum.	Maximum.	Average.
<i>Cities having more than \$50,000 inhabitants.</i>				
Superintendent.....	14	\$4,000	\$10,000	\$7,178
Deputy or associate superintendent.....	48	2,200	6,500	4,186
District superintendent.....	50	2,100	5,000	4,480
Supervisor of intermediate schools.....	1	.....	2,700	2,700
Supervisor of primary schools.....	4	1,650	2,550	2,113
Supervisor of kindergartens.....	9	1,550	3,500	2,073
Supervisors of special subjects:				
Drawing.....	15	1,200	4,000	2,418
Music.....	16	1,500	4,000	2,397
Physical training.....	16	1,500	4,000	2,721
Manual training.....	14	1,620	4,000	2,589
Sewing.....	9	900	3,500	2,246
Cooking.....	10	1,500	3,500	1,987
Penmanship.....	6	1,800	2,400	2,217
Foreign languages.....	3	2,200	2,500	2,400
Miscellaneous.....	5	2,020	6,500	3,268
Special teachers:				
Drawing.....	127	650	1,920	1,219
Music.....	140	648	2,652	1,397
Physical training.....	139	650	1,920	1,204
Manual training.....	472	600	2,700	1,159
Sewing.....	805	600	1,600	953
Cooking.....	287	600	1,600	1,042
Penmanship.....	15	1,050	1,220	1,155
Foreign languages.....	247	720	1,600	1,068
Miscellaneous.....	7	600	3,080	1,240
Normal schools:				
Principals.....	16	1,700	5,500	3,714
Vice principals.....	3	1,350	3,400	3,317
Heads of departments.....	10	1,900	3,204	2,431
Teachers.....	261	500	3,500	1,944
High schools:				
Principals.....	127	1,700	5,000	3,568
Vice principals.....	51	1,000	2,850	2,164
Heads of departments.....	381	1,260	4,000	1,961
Teachers.....	5,067	450	3,150	1,746
Elementary schools:				
Supervising principals.....	187	1,470	2,700	2,070
Principals.....	1,523	700	3,500	2,429
Vice principals.....	1,232	800	2,400	1,713
Teachers.....	34,618	203	2,400	1,018
Kindergartens:				
Directors.....	778	450	1,200	818
Assistants.....	1,700	300	1,500	867
<i>Cities having 100,000 and fewer than \$50,000 inhabitants.</i>				
Superintendent.....	23	3,300	7,500	4,422
Deputy or associate superintendent.....	24	1,200	4,000	2,720
Supervisor of intermediate schools.....	4	1,180	2,180	1,740
Supervisor of primary schools.....	5	1,000	1,680	1,352
Supervisor of kindergartens.....	6	1,000	1,600	1,242
Supervisors of special subjects:				
Drawing.....	22	1,000	2,500	1,650
Music.....	26	1,000	2,500	1,644
Physical training.....	15	850	1,800	1,467
Manual training.....	16	1,000	2,700	1,846
Sewing.....	11	750	1,900	1,164
Cooking.....	10	700	1,600	1,290
Penmanship.....	6	1,100	2,100	1,500
Foreign languages.....	3	1,150	1,800	1,483
Miscellaneous.....	3	1,100	2,500	1,800
Special teachers:				
Drawing.....	34	495	1,500	976
Music.....	27	585	1,470	953
Physical training.....	14	600	1,350	985
Manual training.....	207	500	1,500	1,011
Sewing.....	30	400	1,100	791
Cooking.....	99	385	1,500	899
Penmanship.....	1	.....	810	810
Foreign languages.....	52	500	960	763
Miscellaneous.....	1	.....	700	700
Normal schools:				
Principals.....	10	1,500	2,800	2,130
Vice principals.....	4	900	1,600	1,300
Heads of departments.....	7	920	1,300	1,074
Teachers.....	81	460	1,300	934

TABLE 1.—Summary of salaries of officers and teachers in city public schools—Contd.

Positions.	Number.	Yearly salary.		
		Minimum.	Maximum.	Average.
Cities having 100,000 and fewer than 250,000 inhabitants—Con.				
High schools:				
Principals.....	66	\$1,480	\$3,900	\$2,772
Vice principals.....	26	900	2,600	1,923
Heads of departments.....	204	950	2,200	1,541
Teachers.....	1,896	480	2,400	1,216
Elementary schools:				
Supervising principals.....	51	1,075	2,100	1,656
Principals.....	784	891	2,500	1,419
Vice principals.....	170	455	1,620	840
Teachers.....	9,817	195	1,960	791
Kindergartens:				
Directors.....	294	450	1,250	736
Assistants.....	157	350	1,000	532
Cities having 50,000 and fewer than 100,000 inhabitants.				
Superintendent.....	45	2,400	5,000	3,582
Deputy or associate superintendent.....	12	1,600	3,200	2,075
District superintendent.....	8	1,500	1,500	1,500
Supervisor of intermediate schools.....	6	800	1,600	1,045
Supervisor of primary schools.....	9	700	1,800	1,213
Supervisor of kindergartens.....	5	700	1,450	1,130
Supervisors of special subjects:				
Drawing.....	45	675	2,000	1,216
Music.....	45	600	2,250	1,280
Physical training.....	24	900	2,000	1,354
Manual training.....	27	550	2,400	1,509
Sewing.....	13	780	1,400	1,020
Cooking.....	14	625	1,620	1,159
Pennmanship.....	17	900	1,600	1,214
Foreign languages.....	2	990	1,500	1,245
Miscellaneous.....	6	900	2,250	1,567
Special teachers:				
Drawing.....	49	550	1,400	648
Music.....	22	500	1,700	883
Physical training.....	11	450	1,400	844
Manual training.....	109	540	1,800	963
Sewing.....	45	418	1,200	768
Cooking.....	55	500	1,500	772
Pennmanship.....	1	.....	720	720
Foreign languages.....	22	580	1,600	797
Miscellaneous.....	1	.....	600	600
Normal schools:				
Principals.....	7	900	2,700	1,629
Vice principals.....	2	800	1,000	900
Teachers.....	34	440	1,200	826
High schools:				
Principals.....	68	990	3,500	2,477
Vice principals.....	41	1,000	2,200	1,734
Heads of departments.....	104	700	2,400	1,466
Teachers.....	1,655	180	2,000	1,069
Elementary school:				
Supervising principals.....	57	925	2,200	1,500
Principals.....	793	650	2,780	1,265
Vice principals.....	97	500	1,200	854
Teachers.....	9,392	270	1,500	688
Kindergartens:				
Directors.....	198	450	1,300	718
Assistants.....	94	250	700	514
Cities having 25,000 and fewer than 50,000 inhabitants.				
Superintendent.....	91	2,000	5,000	3,019
Deputy or associate superintendent.....	7	700	1,800	1,407
Supervisor of primary schools.....	10	800	2,400	1,313
Supervisor of kindergartens.....	8	700	1,000	848
Supervisors of special subjects:				
Drawing.....	71	600	2,500	1,075
Music.....	76	380	2,000	1,117
Physical training.....	25	500	2,000	1,083
Manual training.....	60	420	2,500	1,399
Sewing.....	17	550	1,800	906
Cooking.....	39	650	1,920	974
Pennmanship.....	21	685	1,500	1,009
Foreign languages.....	1	.....	1,250	1,250
Miscellaneous.....	8	700	2,750	1,268

TABLE 1.—*Summary of salaries of officers and teachers in city public schools—Contd.*

Positions.	Number.	Yearly salary.		
		Minimum.	Maximum.	Average.
<i>Cities having \$5,000 and fewer than 50,000 inhabitants—Contd.</i>				
Special teachers:				
Drawing.....	35	\$450	\$1,320	\$605
Music.....	34	400	1,350	857
Physical training.....	20	312	1,005	765
Manual training.....	162	300	1,700	939
Sewing.....	36	380	1,100	715
Cooking.....	94	250	1,500	723
Penmanship.....	6	400	1,100	814
Foreign languages.....	26	250	1,118	604
Miscellaneous.....	19	675	900	772
Normal schools:				
Principals.....	4	900	1,250	1,138
Teachers.....	2	750	1,000	875
High schools:				
Principals.....	102	950	3,500	2,151
Vice principals.....	44	285	2,200	1,378
Heads of departments.....	111	825	2,700	1,417
Teachers.....	1,941	400	3,400	1,009
Elementary schools:				
Supervising principals.....	120	665	2,400	1,246
Principals.....	892	450	3,000	1,092
Vice principals.....	98	500	1,600	792
Teachers.....	9,335	200	1,710	641
Kindergartens:				
Directors.....	316	380	1,200	608
Assistants.....	238	100	812	440
<i>Cities having 10,000 and fewer than \$5,000 inhabitants.</i>				
Superintendent.....	252	1,200	4,250	2,474
Assistant superintendent.....	9	600	3,000	1,380
Supervisors of special subjects:				
Drawing.....	143	325	1,600	890
Music.....	146	550	1,800	902
Manual training.....	94	200	2,000	1,189
Physical training.....	29	200	1,500	946
Domestic science.....	93	200	1,440	777
Miscellaneous.....	82	250	1,700	924
Special teachers:				
Drawing.....	63	175	1,250	804
Music.....	64	90	1,600	799
Manual training.....	166	500	1,800	1,002
Physical training.....	37	250	1,400	847
Domestic science.....	133	300	1,440	751
Miscellaneous.....	40	100	1,593	779
High schools:				
Principals.....	242	675	3,000	1,673
Vice principals.....	57	810	2,400	1,287
Heads of departments.....	285	495	1,950	1,104
Teachers.....	2,581	100	2,250	897
Elementary schools:				
Supervising principals.....	72	625	3,200	1,242
Principals.....	1,457	270	2,250	905
Teachers.....	12,272	38	1,500	602
Kindergartens:				
Directors.....	281	175	1,140	603
Assistants.....	162	120	900	424
<i>Cities having 5,000 and fewer than 10,000 inhabitants.</i>				
Superintendent.....	396	400	3,600	1,915
Special teachers:				
Drawing.....	200	200	1,400	724
Music.....	240	205	1,400	673
Manual training.....	163	90	2,300	964
Physical training.....	31	100	1,800	924
Domestic science.....	175	180	1,320	700
Penmanship.....	25	80	1,400	680
Miscellaneous.....	22	250	1,350	807
High schools:				
Principals.....	343	380	2,500	1,314
Heads of departments.....	73	618	1,800	947
Teachers.....	2,342	100	1,800	795
Elementary schools:				
Supervising principals.....	19	660	1,750	1,064
Principals.....	1,202	293	2,300	735
Teachers.....	9,948	104	1,350	533
Kindergartens:				
Directors.....	161	380	1,000	577
Assistants.....	59	100	700	321

TABLE 2.—*Salaries of general supervising officers in public schools of cities of more than 25,000 inhabitants.*
(Figures in *italic* relate to men; the other figures to women.)

Cities.	Population.	Salary of superintendent.	Deputy or associate superintendents.		District superintendents.		Supervisors of intermediate schools.		Supervisors of primary schools.		Supervisors of kindergartens.	
			Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Cities having more than 250,000 inhabitants.												
San Francisco, Cal.	416,912	\$4,000	4	\$3,000							1	\$1,750
Washington, D. C.	331,069	6,000	1 ²	3,000			1	\$2,700	1	\$2,000	1	1,550
Chicago, Ill.	2,185,283	10,000	1	6,000	6	\$5,000						
			1	4,000	4	5,000						
					1	4,000						
New Orleans, La.	339,075	5,000	1	3,000								
			1	2,400								
Baltimore, Md.	558,485	5,000	1	3,500								
			1	2,700								
Boston, Mass.	670,585	10,000	4	2,500							1	1,800
			6	2,498								
Minneapolis, Minn.	301,408	5,500	1	3,240								
			1	2,600								
			1	2,200								
St. Louis, Mo.	687,029	8,000	2	4,500					1	2,200	3	1,900
Newark, N. J.	347,469	7,000	1	3,500								
New York City, N. Y.	4,766,883	10,000	8	6,500	23	5,000					1	3,500
					2	5,000					2	1,620
Cincinnati, Ohio.	363,591	10,000	1	5,600							1	1,800
Cleveland, Ohio.	560,663	6,000	4	3,750	1	2,500						
					2	2,200						
					1	2,100						
Philadelphia, Pa.	1,549,008	9,000	4	4,500	10	3,600			1	2,550	1	2,500
Milwaukee, Wis.	373,857	6,000	3	3,800								
Cities having 100,000 and fewer than 250,000 inhabitants.												
Oakland, Cal.	150,174	4,000	2	3,360			2	1,800				
Denver, Colo.	213,381	6,000	1	3,000							1	1,600
Atlanta, Ga.	154,839	5,800	1	3,000								
Indianapolis, Ind.	223,650	5,500	1	2,750								
			1	2,750								

* Colored.
1 One colored.
2 Assistant.

¹ One colored.

² Assistant.

³ Colored.

TABLE 2.—Salaries of general supervising officers in public schools of cities of more than 25,000 inhabitants—Continued.

Cities.	Population.	Salary of superin- tendent.	Deputy or associate super- intendents.		District super- intendents.		Supervisors of intermediate schools.		Supervisors of primary schools.		Supervisors of kindergartens.		
			Num- ber.	Salary.	Num- ber.	Salary.	Num- ber.	Salary.	Num- ber.	Salary.	Num- ber.	Salary.	
Cities having 100,000 and fewer than 250,000 inhabitants—Continued.													
Louisville, Ky.	223,928	\$5,000								1	\$1,650		
Cambridge, Mass.	104,839	5,000	1	\$2,500									
Fall River, Mass.	119,265	5,600	1	1,800						1	1,100		
Lowell, Mass.	108,294	5,300								1	1,000		
Worcester, Mass.	145,985	4,800	2	2,600								1	\$1,350
			1	2,500									
Grand Rapids, Mich.	112,671	5,750	1	2,000								1	1,300
St. Paul, Minn.	214,744	6,000											
Paterson, N. J.	125,600	5,600											
Albany, N. Y.	100,263	5,000											
Rochester, N. Y.	218,149	6,000	1	4,000									
			1	5,600									
Dayton, Ohio	116,577	6,000										1	1,200
Portland, Oreg.	207,214	4,600	1	5,600									
Scranton, Pa.	129,867	6,000										1	1,000
Providence, R. I.	224,326	4,000	1	2,600								1	1,000
			1	2,200									
Memphis, Tenn.	131,105	2,600	1	2,700						1	1,600		
Nashville, Tenn.	110,364	5,600								1	1,300		
										1	1,180		
Richmond, Va.	127,628	4,000	1	3,000									
			1	2,800									
Seattle, Wash.	237,194	7,500	1	5,300									
			1	6,000									
			1	2,400									
Spokane, Wash.	104,402	4,000	1	1,200									
Cities having 60,000 and fewer than 100,000 inhabitants.													
Waterbury, Conn.	73,141	5,800											
Savannah, Ga.	65,064	5,600	1	1,800						1	1,400		
East St. Louis, Ill.	58,547	2,700	1	1,600						1	1,000		
Springfield, Ill.	51,678	5,000										1	1,200
Evansville, Ind.	60,647	5,600											
			1	1,800									
Fort Wayne, Ind.	63,933	4,000								1	1,800		
South Bend, Ind.	53,664	3,800											

City	Population	Number of grades	Number of colored	Number of supervisors	Number of primary grades	Number of supervisors of primary grades
Terre Haute, Ind.	58,157	5,000	1	3,300		1
Des Moines, Iowa.	84,398	5,000	1	3,400		1
Kansas City, Kans.	52,331	5,000		3,900		
Covington, Ky.	53,270	3,400			1	850
Brockton, Mass.	56,578	3,400				
Holyoke, Mass.	57,730	3,000	1	1,000		
Lawrence, Mass.	58,892	3,000	1	1,800		
Yonkers, N. Y.	60,425	3,000	1	1,800		
New Bedford, Mass.	60,452	4,000	1	1,800		
Sumnerville, Mass.	77,226	3,500	1	2,700		
Springfield, Mass.	86,926	5,000				
East, Mich.						
West side.						
Duluth, Minn.	80,510	3,000				
St. Joseph, Mo.	78,496	4,600				
Manchester, N. H.	77,403	3,600		1	1,170	1,170
Bayonne, N. J.	70,053	3,000				
Elizabeth, N. J.	55,545	5,000				
Hoboken, N. J.	73,400	4,000				
Passaic, N. J.	70,324	4,000				
Trenton, N. J.	54,773	3,750	1	1,800		1,400
Schenectady, N. Y.	96,815	3,600				
Troy, N. Y.	72,596	4,000			1	1,300
Utica, N. Y.	76,813	3,000				
Canton, Ohio	74,419	4,000				
Youngstown, Ohio	50,217	3,800			1	1,200
Allegheny, Pa.	79,066	4,000				
Altoona, Pa.	51,913	3,500			1	800
Harrisburg, Pa.	52,127	3,400				
Reading, Pa.	64,186	3,500				
Wilkes-Barre, Pa.	96,071	4,000			2	850
Pawtucket, R. I.	67,105	4,600				
Charleston, S. C.	51,622	3,000	7	2,600		
Dallas, Tex.			1	1,500		
Houston, Tex.	88,535	3,600			1	700
San Antonio, Tex.	92,104	3,600				
Salt Lake City, Utah.	78,800	4,000			1	1,500
Tacoma, Wash.	96,614	3,800				
	92,777	4,800				
	85,743	4,000	1	2,000		
Cities having 25,000 and fewer than 50,000 inhabitants.						
Berkeley, Cal.	40,434	3,600				
Pasadena, Cal.	30,291	6,000			1	1,200
Sacramento, Cal.	44,096	5,600				
San Diego, Cal.	39,578	5,000				
San Jose, Cal.	28,946	3,600	1	1,500		
Colorado Springs, Colo.	29,946	5,600				

1 Colored.
 2 Supervisor of grades 3 and 4.
 3 Supervisor of grades 1 and 2.
 4 Supervisor of grades 3 and 4.
 5 Also supervisor of primary grades.
 6 Supervisor of grades.

Cities having 25,000 and fewer than 50,000 inhabitants.

1 Colored.

Supervisor of grades 5 and 6.

3 Supervisor of studies 1 and 2.

Supervisor of grades 3 and 4.

⁵ Also supervisor of primary grades.

• Supervisor of grades.

OFFICERS AND TEACHERS IN CITY SCHOOLS.

17

[illegible]

¹ Population of entire city.

Population of east and west Waterloo.

TABLE 3.—Salaries of supervisors of special subjects in public schools of cities of more than 25,000 inhabitants.

[Figured in italic relate to men; the other figures to women.]

Cities.	Drawing.		Music.		Physical training.		Manual training.		Sewing.		Cooking.		Femmarship.		Foreign languages.		Miscellaneous.	
	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
<i>Cities having more than 250,000 inhabitants.</i>																		
San Francisco, Cal.....	1	\$1,920	1	\$1,920			1	\$1,920			1	\$1,620	1	\$1,800			1	\$2,040
Washington, D. C.....	1	2,000	1	2,000	1	\$2,000	1	1,620	1	\$1,750	1	1,750						
Chicago, Ill.....	1	1,650	1	1,650	1	1,550	1	2,700	1	3,500	1	1,550						
New Orleans, La.....	1	2,000	1	2,000	1	4,000	1	4,000	1	3,500						1	\$2,500	3,300
Baltimore, Md.....	1	1,200	1	1,500	1	\$1,000	1	2,100	1	900								
Boston, Mass.....	1	1,200	1	1,500	1	1,600	1	2,100	1	1,800	1	1,500	1	2,400				
Minneapolis, Minn.....	1	2,400	1	2,600	1	3,240	1	5,300	1	1,900	1	1,500	1	2,400				
St. Louis, Mo.....	1	3,000	1	3,400	1	2,500	1	2,400	1	2,000	1	1,500	1	2,400				
Newark, N. J.....	1	2,000	1	2,000	1	2,900	1	5,000	1	2,000	1	1,500	1	2,900				
New York, N. Y.....	2	4,000	1	4,000	1	3,800	1	4,000	2	3,500	1	3,500				1	6,500	2,100
			1	2,700	1	3,000	1	2,600								1		
			1	2,800	1	2,800	1	2,800										
Cincinnati, Ohio.....	1	2,400	1	2,400	1	2,800	1	1,900			1	1,800	1	2,400	1	2,500		
Cleveland, Ohio.....	1	2,500	1	2,800	1	2,400	1	2,600			1	2,000	1	2,100	1	2,800		
Philadelphia, Pa.....	1	4,000	1	4,500	1	4,000	1	1,800			1	3,000						
Milwaukee, Wis.....	1	2,100	1	1,800	1	2,650	1	1,900			1	1,650				1	2,400	
<i>Cities having 100,000 and fewer than 250,000 inhabitants.</i>																		
Oakland, Cal.....	1	1,800	3	1,500	1	1,800	1	2,400	1	1,800			1	1,000			1	1,800
Denver, Colo.....	1	2,600	1	2,000	1	1,700	1	2,100	1	1,800								
Atlanta, Ga.....	1	1,200	1	1,000	1	1,800	1	1,008										
Indianapolis, Ind.....	1	2,500	1	1,800	1	1,800	1	2,100			1	1,200	1	1,800	1	1,800		
Louisville, Ky.....	1	1,500	1	1,500	1	1,800	1	2,800										
Cambridge, Mass.....	1	2,000	1	1,700	1	1,800	1	2,800	1	750								
Fall River, Mass.....	1	1,700	1	1,700					1	1,000	1	700						
Lowell, Mass.....	1	2,200	1	1,850					1	850	1	850	1	1,100			1	1,100
Worcester, Mass.....	1	2,200	1	2,200	1	1,100	1	2,200	1	850	1	850	1	1,100			1	1,100
Grand Rapids, Mich.....	1	1,200	1	1,400	1	850	1	2,600									1	1,100
St. Paul, Minn.....	1	1,600	1	1,700	1	1,800	1	1,600	1	1,200	1	1,200						

Cities having 50,000 and fewer than 100,000 inhabitants.														
Petersen, N. J.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Albany, N. Y.	2,100	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Roanoke, N. Y.	1,200	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Dayton, Ohio	1,200	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Portland, Ore.	1,800	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Scranton, Pa.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Providence, R. I.	2,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Memphis, Tenn.	1,700	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Nashville, Tenn.	1,700	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Richmond, Va.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Seattle, Wash.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Spokane, Wash.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Cities having 50,000 and fewer than 100,000 inhabitants.														
Waterbury, Conn.	900	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Savannah, Ga.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
East St. Louis, Ill.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Springfield, Ill.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Ypsilanti, Ind.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Fort Wayne, Ind.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
South Bend, Ind.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Terre Haute, Ind.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Des Moines, Iowa	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Kansas City, Mo.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Wichita, Kans.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Covington, Ky.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Proton, Mass.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Troy, Mass.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Lawrence, Mass.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Lynn, Mass.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
New Bedford, Mass.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Somerville, Mass.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Springfield, Mass.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Saginaw, Mich.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
East side.	800	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
West side.	800	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Duluth, Minn.	1,150	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
St. Joseph, Mo.	675	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Manchester, N. H.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Bayonne, N. J.	1,380	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000

1 Industrial work.

2 Reading.

3 Colored.

4 Child study.

5 Also cooking.

6 Domestic science and art.

7 Lectures.

8 Assistant.

9 Household economics.

10 Recreation.

11 Part time.

12 Handwork.

13 Commercial work.

14 Industrial education.

15 Also penmanship.

16 Domestic science.

17 Domestic art.

TABLE 3.—Salaries of special subjects in public schools of cities of more than 25,000 inhabitants—Continued.

Cities.	Drawing.		Music.		Physical training.		Manual training.		Sewing.		Cooking.		Penmanship.		Foreign languages.		Miscellaneous.	
	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
<i>Cities having 50,000 and fewer than 100,000 inhabitants—Continued.</i>																		
Camden, N. J.	1	\$1,150	1	\$1,400	1	\$1,400	1	\$2,400	1	\$350	1	\$1,050	1	\$1,100			1	\$1,600
Elizabeth, N. J.	1	1,100	1	1,600	1	1,500	1	1,500				1	850				1	1,600
Passaic, N. J.	1	1,150	1	1,400	1	1,400	1	2,400	1	850	1	1,050	1	1,100			1	1,600
Trenton, N. J.	1	1,500	1	1,500	1	1,100		2,000			1	1,400						
Schenectady, N. Y.	1	1,500	1	1,400	1	1,500							1	900				
Troy, N. Y.	1	1,200	1	1,600	1	1,500											1	900
Utica, N. Y.	1	1,350	1	1,350	1	1,350							1	1,000				
Yonkers, N. Y.	2	1,200	1	1,200	1	1,200							1	1,000				
Canton, Ohio	1	1,400	1	1,400	1	1,400	3	1,100	1	1,200			1	1,400				
Youngstown, Ohio	1	1,400	1	1,400	1	1,400												
Allentown, Pa.	1	900	1	900	1	900	1	1,600			1	1,000						
Altoona, Pa.	1	900	1	900	1	900												
Harrisburg, Pa.	1	1,100	1	1,100	1	1,100												
Reading, Pa.	1	1,100	1	1,100	1	1,100												
Wilkes-Barre, Pa.	1	1,100	1	1,100	1	1,100												
Wilkes-Barre, Pa.	1	1,100	1	1,100	1	1,100												
Warwick, R. I.	1	1,600	1	1,600	1	1,600												
Charleston, S. C.	1	1,600	1	1,600	1	1,600												
Dallas, Tex.	1	1,300	1	1,300	1	1,300												
Houston, Tex.	1	972	1	972	1	1,300												
San Antonio, Tex.	1	972	1	972	1	1,300												
Salt Lake City, Utah	1	2,000	1	2,400	1	1,450	1	1,450	1	1,215	1	1,215	1	1,300			1	\$2,550
Tacoma, Wash.	1	1,440	1	1,820	1	1,600	1	1,680			1	1,620	1	1,600			1	2,250
<i>Cities having 25,000 and fewer than 50,000 inhabitants.</i>																		
Berkeley, Cal.	1	1,800	1	1,800	1	2,000	1	2,000	1	1,800	1	1,800					1	1,000
Pasadena, Cal.	1	1,500	1	1,600	1	2,000	1	2,000			1	1,800						
Sacramento, Cal.	1	1,500	1	1,500	1	1,380	1	2,100			1	1,200						
San Jose, Cal.	1	1,500	1	1,500	1	1,380	1	2,000			1	1,200						
Colorado Springs, Colo.	1	1,400	1	1,400	1	1,400	1	1,400	1	1,400	1	850						
Pueblo, Colo.: District No. 1	1	1,100	1	1,000	1	1,700	1	1,700			1	1,000						
Meriden, Conn.	1	950	1	1,200	1	600	1	1,200			1	1,000						
Tampa, Fla.	1	800	1	800	1	800	1	1,600			1	1,000						
Augusta, Ga.	1	900	1	900	1	900	1	1,800			1	1,000						

TABLE 3.—Salaries of supervisors of special subjects in public schools of cities of more than 25,000 inhabitants—Continued.

Cities.	Drawing.		Music.		Physical training.		Manual training.		Sewing.		Cooking.		Penmanship.		Foreign languages.		Miscellaneous.	
	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
<i>Cities having 25,000 and fewer than 50,000 inhabitants—Continued.</i>																		
Charlotte, N. C.	1		1	\$394			1	\$1,600			1	\$1,000	1	\$935				
Hamilton, Ohio.		\$803		1,800				1,600		\$808				1	950			
Lorain, Ohio.	1			950				1,100										
Newark, Ohio.	1	1,000	1	1,100	1	\$900	1	1,100					1	900				
Springfield, Ohio.	1	950	1	1,450	1	1,000	1	1,100										
Zanesville, Ohio.	1	1,000	1	950	1	700												
Chester, Pa.	1	713	1	713	1								1	713				
Hastleton, Pa.	1						1	1,000			1	900						
Lancaster, Pa.	1	900	1	1,000														
McKeesport, Pa.	1	1,100	1	1,050	1	1,000	1	1,800	1	900	1	1,000	1	1,400				
New Castle, Pa.	1	765	1	1,000	1	720	1	480		630	1	675						
Shenandoah, Pa.	1	630	1	630														
Williamsport, Pa.	1	1,005	1	780	1	468	1	1,415			1	690	1	465				
York, Pa.	1	855	1	800				855										
Newport, R. I.	1	900	1	1,000	1	1,000	1	2,600					1	1,000				
Warwick, R. I.	1	1,000	1	800														
Chattanooga, Tenn.	1	1,000	1	1,000	1	1,000	1											
El Paso, Tex.	1	1,125	1	1,188				1,800			1	851						
Ogden, Utah.	1	950	1	1,000	1	850	1	1,000		750								
Portsmouth, Va.	1			1,200				1,000			1	700						
Wheeling, W. Va.	1	1,200	1					1,100										
Green Bay, Wis.	1	1,100	1	1,050	1	600	1	1,100			1	850						
La Crosse, Wis.	1		1	1,050	1	1,050	1	1,050			1	1,100						
Madison, Wis.	1	900	1	1,100	1	1,600	1	1,400			1	950						
Oshkosh, Wis.	1	850	1	850	1	1,050	1	1,600			1	1,100						
Racine, Wis.	1	1,025	1	1,025	1	1,600	1	1,600			1	1,000						
Sheboygan, Wis.	1	850	1	1,250	1	850	1	1,500			1	900			1	\$1,850		
Superior, Wis.	1	1,200	1	760	1	850	1											

1 Domestic science.
2 Domestic art.

3 Athletics.
4 Part time.

5 Household economics.
6 Also manual training.

7 Also penmanship.

TABLE 4.—*Salaries of special teachers in public schools of cities of more than 25,000 inhabitants.*
[Figures in *italic* relate to men; the others to women.]

[illegible]

1 Colored.

3 Three colored.
4 Two colored.

- Military instruction.
- Child study.

TABLE 4.—Salaries of special teachers in public schools of cities of more than 25,000 inhabitants—Continued.

Cities.	Drawing.		Music.		Physical training.		Manual training.		Sewing.		Cooking.		Penmanship.		Foreign languages.		Miscellaneous.	
	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
<i>Cities having more than 250,000 inhabitants—Continued.</i>																		
New Orleans, La.	15	\$750	15	\$750	1	\$1,800	16	\$800	26	\$700	26	\$700						
Baltimore, Md.	8	800	2	900	1	1,800	3	900	1	600	3	600						
					1	750	1	750										
Boston, Mass.			4	2,658			1	2,700										
			1	1,980			1	1,680										
			4	1,280			2	1,572										
			2	1,040			1	1,500										
			1	648			2	1,428										
							1	1,380										
							1	1,332										
							2	1,284										
							2	1,272										
							16	1,236										
							2	1,200										
							1	1,200										
							4	1,188										
							2	1,140										
							1	1,128										
							2	1,092										
							5	1,044										
							7	986										
							4	948										
							3	900										
							3	858										
							4	852										
			4	1,100	1	1,350	15	1,900	3	1,000	8	1,000						
					1	1,300	1	1,450	2	900	1	900						
					6	1,800	8	1,800	1	800	4	800						
					1	1,100	3	1,100	1	700	6	800						
Minneapolis, Minn.	2	1,100	4	1,100	1	1,350	15	1,900	3	1,000	8	1,000						
	2	500			1	1,300	1	1,450	2	900	1	900						
					6	1,800	8	1,800	1	800	4	800						
					1	1,100	3	1,100	1	700	6	800						

OFFICERS AND TEACHERS IN CITY SCHOOLS.

St. Louis, Mo.....	4	1,500	2	1,500	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	
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OFFICERS AND TEACHERS IN CITY SCHOOLS.

City	2	765	1	900	1	000	1	1,440	1	1,145	1	875	1	\$810	1	\$700
Richmond, Va.	1	720	2	765	1	1	1	1,040	1	1,040	1	810	1			
	1	493	1	585		1	1	1,000	1	1,000	1	700	1			
						1	1	800	1	800	1	675	1			
						1	1	630	1	630	1	630	1			
						1	1	885	1	885	1	450	1			
						1	1	850	1	850	1	385	1			
Seattle, Wash.	1	1,470	1	1,470		1	1	1,170	1	1,170	1	1,170	1			
						1	1	1,170	1	1,170	1	1,110	1			
						1	1	1,170	1	1,170	1	1,050	1			
						1	1	1,050	1	1,050	1	890	1			
						1	1	890	1	890	1	830	1			
Spokane, Wash.	1					1	1	1,400	1	1,400	1	1,000	1			
						1	1	1,100	1	1,100	1	1,000	1			
Cities having 50,000 and fewer than 100,000 inhabitants.																
Waterbury, Conn.	1	800	1	900		1	1	1,400	1	1,400	1	750	1			
						1	1	1,300	1	1,300	1	600	1			
East St. Louis, Ill.	1	1,000	1	500		1	1	1,400	1	1,400	1	750	1			
						1	1	1,000	1	1,000	1	700	1			
						1	1	1,060	1	1,060	1	700	1			
Springfield, Ill.	1	650	1	800		1	1	950	1	950	1	1,000	1			
						1	1	900	1	900	1		1			
						1	1	900	1	900	1		1			
						1	1	750	1	750	1		1			
Fort Wayne, Ind.	1					1	1	1,000	1	1,000	1	900	1			
						1	1		1		1	850	1			
						1	1		1		1	800	1			
						1	1		1		1	797	1			
						1	1		1		1	750	1			
						1	1		1		1	700	1			
						1	1		1		1	693	1			
						1	1		1		1	686	1			
						1	1		1		1	588	1			
South Bend, Ind.	1	810				1	1	1,900	1	1,900	1	1,000	1			
						1	1	1,500	1	1,500	1	675	1			
						1	1	1,850	1	1,850	1		1			
						1	1	900	1	900	1		1			
						1	1	840	1	840	1		1			
						1	1	840	1	840	1		1			
Terre Haute, Ind.	1	700				1	1		1		1	700	1			
						1	1		1		1		1			

⁷ Colored.
⁸ School gardening.
⁹ Applied art.

⁴ Industrial education.
⁵ Also writing.
⁶ Domestic science.

1 Domestic economy
2 Assistant teachers.
3 Part time.

TABLE 4.—Salaries of special teachers in public schools of cities of more than \$5,000 inhabitants—Continued.

Cities.	Drawing.		Music.		Physical training.		Manual training.		Sewing.		Cooking.		Penmanship.		Foreign languages.		Miscellaneous.	
	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
<i>Cities having 50,000 and fewer than 100,000 inhabitants—Continued.</i>																		
Des Moines, Iowa.....	1	\$1,000	1	\$1,000	2	\$350	2	\$1,000			1	\$300						
	2	750	1	950			2	850			1	700						
							2	850			1	650						
Kansas City, Kans.....							2	800			1	675						
Wichita, Kans.....							2	675			2	700						
Covington, Ky.....							2	1,000			1	900						
Holyoke, Mass.....	1	900	1	900			2	1,200	2	450		650						
Lawrence, Mass.....	1	850							1	750								
									3	650								
Lynn, Mass.....	1	950	1	950			1	1,000	1	850		950						
New Bedford, Mass.....	1	900	1	700	1	800	2	700	4	700	1	800						
Somerville, Mass.....			1	1,700			3	800	3	750	1	550						
Springfield, Mass.....	3	850	1	1,000	1	1,400	1	1,600			1	900						
	3	900	1	900	1	800	4	1,100			2	850						
			1	850			1	1,000			1	800						
							1	950			1	750						
							1	800			2	700						
							1	550			1	600						
Saginaw, Mich.:.....							1	1,250	1	450	1							
East side.....							1	700										
West side.....							1	650										
Duluth, Minn.....	1	775	1	800			1	800	1	900								
	2	775	2	800			2	800	2	800								
	2	760	1	760			1	650	1	600								

OFFICERS AND TEACHERS IN CITY SCHOOLS.

33

[illegible]

OFFICERS AND TEACHERS IN CITY SCHOOLS.

35

Mount Vernon, N. Y.					1	1,000		1	1,000		1	850					
New Rochelle, N. Y.	1	1,000			1	1,000		1	1,000		1	780					
Niagara Falls, N. Y.	1	761		1	750	1,800		1	1,800		1			\$1,100		\$1	\$700
Poughkeepsie, N. Y.						1,000		1	1,000		1	750		1	800		900
Charlotte, N. C.																	700
Hamilton, Ohio.	1	760	1	450	903	1,800		1	1,800		1	800					
Newark, Ohio.						860		1	860		1	800					
Springfield, Ohio.						800		1	800		1	900					
Hazleton, Pa.						550			550			900					
McKeesport, Pa.	1	800				1		1	1		1	775					
Williamsport, Pa.								2	675			420					
York, Pa.	1	675				585		1	585		1						
Newport, R. I.	1	750	1	400	700	1,770		1	1,770		1						
Warwick, R. I.						500		1	500		1						
Woonsocket, R. I.	1	1,000	1	1,160	312	644		1	644		1	630		1	400		
Columbia, S. C.			1	702		590		1	590		1						
Knoxville, Tenn.	1	760		585		1,850		1	1,850		1	851		1	900		810
El Paso, Tex.	1	990	1			1,160		1	1,160		1	675			3	720	743
Ogden, Utah.						698		1	698		1	495					675
Portsmouth, Va.						700		1	700		1	250					
Wheeling, W. Va.						800		1	800		1	95					
						865		1	865		1				5	525	

1 Industrial work.

2 Part time.

3 Household economies.

4 Domestic science.

5 Domestic science and art.

6 Education.

7 Gardening.

8 Subjects not specified.

9 One manual training and drawing.

10 Colored.

11 Departmental.

TABLE 4.—Salaries of special teachers in public schools of cities of more than 25,000 inhabitants—Continued.

Cities.	Drawing.		Music.		Physical training.		Manual training.		Sewing.		Cooking.		Penmanship.		Foreign languages.		Miscellaneous.	
	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
<i>Cities having 25,000 and fewer than 50,000 inhabitants—Continued.</i>																		
Green Bay, Wis.							1	\$1,000			1	\$800						
La Crosse, Wis.							2	800			1	700						
											1	650						
											1	400						
Madison, Wis.	1	\$800	1	\$800	1	\$350	1	1,100			1	800						
							1	1,050			1	750						
							1	1,000			1	675						
Oshkosh, Wis.							1	1,100			1	650						
							2	750			1	625						
							1	800			1	600						
Sheboygan, Wis.							1				1	600			1	\$400		
											1	500			2	450		
																500		
Superior, Wis.							1	1,050			1	750						
Racine, Wis.							1	800			1	675						
							1	600			1	500						

1 Household economies.

2 Domestic science.

TABLE 5.—Salaries of general supervising officers and special teachers in public schools of cities having 10,000 and fewer than 25,000 inhabitants.

[Figures in *italics* relate to men; the other figures to women.]

Cities.	Population.	Superintendent.	Assistant superintendent.	Drawing.		Music.		Manual training.		Physical training.		Domestic science.		Miscellaneous.	
				Supervisor.	Special teachers.	Supervisor.	Special teachers.	Supervisor.	Special teachers.	Supervisor.	Special teachers.	Supervisor.	Special teachers.	Supervisor.	Special teachers.
					Number.		Salary.		Number.		Salary.		Number.		Salary.
Anniston, Ala.	12,794	\$2,000													
Seima, Ala.	13,649	2,800													
Phoenix, Ariz.	11,134	5,600		\$1,100		\$720		\$1,860							
Tucson, Ariz.	13,193	5,000													
Argentea, Ark.	11,138	2,200													
Fort Smith, Ark.	23,973	3,800		900		800									
Banama, Cal.	23,933	3,600		1,440		1,440		1,740	2	1,200					
Bakersfield, Cal.	12,727	2,650	\$1,800	1,380		1,200		1,380	1	1,400		\$1,440		\$1,125	\$1,380
Eureka, Cal.	11,945	2,000	600			1	\$1,000								
Pasadena, Cal.	24,892	4,860	3,000	1,400		1,660		1,660	2	1,600	\$1,200	1,400			
Long Beach, Cal.	17,806	4,360		1,200	1	3,000		1,200	2	1,100					
Pomona, Cal.	10,207	2,800		1,300		1,200				1,140	1,600			\$1,080	
Redlands, Cal.	10,449	2,800		1,200						1,080					
San Bernardino, Cal.	12,779	2,400		1,060		1,200	1	600		1,360		\$200	1	1,080	
								1,600		1,100					
Santa Barbara, Cal.	11,669	5,000		1,400						1,800			2	1,000	
										1,200					
Santa Cruz, Cal.	11,146	2,700		1,000		1,000		1,440	1	1,350			1	1,100	
										1,100					
Stockton, Cal.	23,263	3,000	1,200	1,380		1,620	1	1,380		1,000		1,080		\$1,620	
Vallejo, Cal.	11,340	2,600													
Trinidad, Colo.	10,204	2,600		850		900									

Supervisor of cooking.

Supervisor of sewing.

Supervisor of penmanship.

Supervisor of primary work.

Part time.

Also principal of the high school.

Special teachers of German.

North Adams, Mass.	22,019	\$2,400	1,100	1,800	555	1	760		480	1	380		300
Norhampton, Mass.	19,431	\$1,100	1	800	1,800	1	1,000		1	1	550		300
Revere, Mass.	18,219	\$2,600	1	750			1,000		1	1	550		300
Southbridge, Mass.	12,592	\$2,450	1	600			1,000		1	1	800		100
Walden, Mass.	11,404	\$1,900	1	120			700		1	1	800		100
Webster, Mass.	11,509	\$2,800	1	680			1,000		1	1	800		100
Westfield, Mass.	16,044	\$2,800	1	700			1,000		1	1	800		100
Weymouth, Mass.	12,885	\$2,000	1	600			1,000		1	1	800		100
Woburn, Mass.	15,308	\$2,400	1	800			1,000		1	1	800		100
Worcester, Mass.	10,763	\$2,800	1	1,100			1,000		1	1	800		100
Adrian, Mich.	12,708	\$1,800	800	800	900		1,000		2	1	750		
Alpena, Mich.	14,817	\$2,700	850	850	850		1,000		2	1	750		
Ann Arbor, Mich.	13,194	\$2,700	800	850			1,000		900	750			
Escambia, Mich.	10,480	\$2,000	680	760			1,000		600				
Holland, Mich.	12,821	\$2,500	900	900			1,000		1,050	1	650		
Ironwood, Mich.	11,503	\$3,000	1	775			1,000		1	1	600		
Marquette, Mich.	10,507	\$2,400	900	1,150			1,000		1	1	600		
Menominee, Mich.	24,062	\$3,000	1	800			1,000		1	1	600		
Muskegon, Mich.	18,893	\$2,400	750	725			1,000		1	1	600		
Port Huron, Mich.	12,615	\$2,400	1	800			1,000		1	1	600		
Sault Ste. Marie, Mich.	10,365	\$2,700	765	810			1,000		1	1	600		
Mankato, Minn.	10,600	\$2,600	1	810			1,000		1	1	600		
St. Cloud, Minn.	18,583	\$2,600	950	800			1,000		1	1	600		
Winona, Minn.	12,615	\$2,400	1,180	1,604			1,000		1	1	600		
Hattiesburg, Miss.	23,285	\$2,760	810	810			1,000		1	1	600		
Meridian, Miss.	20,814	\$2,700	900	675			1,000		1	1	600		
Vicksburg, Miss.	18,341	\$2,400	765	845			1,000		1	1	600		
Hamibai, Mo.	17,822	\$2,400	1	845			1,000		1	1	600		
Setalia, Mo.	11,817	\$1,800	1,250	1,250			1,000		1	1	600		
Webb, Mo.	13,198	\$2,800	1,140	1,140			1,000		1	1	600		
Great Falls, Mont.	12,869	\$2,800	1	720			1,000		1	1	600		
Missoula, Mont.	10,326	\$2,100	1,000	1,000			1,000		1	1	600		
Grand Island, Nebr.	10,867	\$3,000	1	720			1,000		1	1	600		
Reno, Nev.	10,867	\$3,000	1	720			1,000		1	1	600		

1 Part time.
2 Colored.

3 Supervisor of sewing.
4 Supervisor of kindergartens.
5 Supervisor of penmanship.

6 Military drill instructor.
7 Teacher of elocution.

8 Supervisor of cooking.
9 Supervisor of primary work.
10 Teacher of athletics.

11 Supervisor of grades.
12 Assistant.

13 Teacher of mechanical drawing.
14 Director of applied art and design.
15 Teacher of agriculture.

16 Hand work.
17 Teacher of printing.

18 Knife work.
19 Teacher of applied art and design.

Betha, N. Y.	11,013	\$2,000	900	800	750	800	18,700
Cornell, N. Y.	13,730	\$2,500	350	1,000	750	800	
Dodge, N. Y.	27,000	\$4,000	800	1,000	750	800	
Durham, N. Y.	17,221	\$2,400	600	600		600	
Fulton, N. Y.	10,480	\$2,600	650	825			
Geneva, N. Y.	12,446	\$2,600	1,000	900			
Gloversville, N. Y.	20,642	\$2,800	800	900			
Hornell, N. Y.	13,617	\$2,600	850	770	1,000	600	
Hudson, N. Y.	11,417	\$2,900	1,000	1,000	1,000	800	
Ilwaco, N. Y.	14,802	\$2,600	1,000	1,000	1,000	800	7,100
Johnstown, N. Y.	10,447	\$2,400	1,000	1,000	1,000	800	700
Lackawanna, N. Y.	14,549	\$2,600	700	850	1,000	700	
Little Falls, N. Y.	12,273	\$2,600	800	850	1,000	700	
Lockport, N. Y.	17,970	\$2,576	1,000	792	678	675	792
Middletown, N. Y.	15,313	\$2,600	900	900	1,000	675	
North Tonawanda, N. Y.	11,955	\$2,800	825	825	1,000	725	600
Olean, N. Y.	14,743	\$2,700	1,000	1,000	1,000	725	600
Pekskill, N. Y.							
District No. 8	15,245	\$2,500	350	400	1,000	1,000	650
District No. 7	12,809	\$2,400	1,000	800	1,000	1,000	950
Port Chester, N. Y.	10,711	\$1,800	1,000	1,150	1,000	1,000	950
Rensselaer, N. Y.	20,497	\$2,600	850	700	1,000	1,000	850
Rome, N. Y.	12,683	\$2,550	700	850	1,000	800	850
Saratoga Springs, N. Y.	18,763	\$2,400	700	700	1,000	600	11,850
Asheville, N. C.	18,241	\$2,100	850	850	1,000	1,000	11,700
Durham, N. C.						1,000	7,650
Raleigh, N. C.	19,218	\$2,550	1,000	750	1,000	1,000	750
Winston-Salem, N. C.	17,167	\$2,000	1,000	1,000	1,000	1,000	14,765
Fargo, N. Dak.	14,331	\$2,000	1,000	1,000	1,000	1,000	14,765
Alliance, Ohio	15,083	\$2,100	800	800	1,000	1,000	7,750
Bellaire, Ohio	12,946	\$2,000	810	810	1,000	810	1,000
Chillicothe, Ohio	14,508	\$2,200	700	1,100	750	810	1,000
Elyria, Ohio	14,825	\$2,600	1,000	1,000	1,000	1,000	1,000
Ironton, Ohio	13,147	\$2,500	800	800	1,000	800	1,000
Lakewood, Ohio	15,181	\$2,600	800	800	1,000	800	1,000
Lancaster, Ohio	13,063	\$2,000	800	800	1,000	800	1,000
Middletown, Ohio	13,152	\$2,600	850	850	1,000	850	1,000
Norwood, Ohio	16,185	\$2,800	1,000	1,000	1,000	1,000	1,000

1 Supervisor of kindergarten.
 2 Part time.
 3 Teacher of domestic art.
 4 Manual arts.
 5 Supervisor of penmanship.
 6 Supervisor of sewing.
 7 Supervisor of primary grades.
 8 Subject not specified.
 9 Supervisor of high schools.
 10 Supervisor of elementary schools.
 11 Teacher of penmanship.
 12 Supervisor of reading.
 13 Colored.
 14 Supervisor of commercial department.
 15 Supervisor of grammar grades.
 16 Teacher of German.
 17 Teacher of sewing.
 18 Teacher of cooking.

TABLE 5.—Salaries of general supervising officers and special teachers in public schools of cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Cities.	Population.	Superintendent.	Assistant superintendent.	Drawing.			Music.			Manual training.			Physical training.			Domestic science.			Miscellaneous.		
				Supervisor.	Number.	Salary.	Supervisor.	Number.	Salary.	Supervisor.	Number.	Salary.	Supervisor.	Number.	Salary.	Supervisor.	Number.	Salary.	Supervisor.	Number.	Salary.
Eau Claire, Wis.	18,310	\$2,600	.....	\$310	.....	.....	\$355	.....	.....	\$1,050	1	\$765	.....	.....	.....	\$675	1	\$535	.....	.....	.....
Fond du Lac, Wis.	18,797	2,600	.....	750	.....	.....	760	.....	.....	.....	1	675	.....	.....	.....	.....	1	540	.....	.....	.....
Janesville, Wis.	13,894	2,600	.....	725	.....	.....	725	.....	.....	.....	1	850	.....	.....	.....	.....	1	575	.....	.....	.....
Kenosha, Wis.	21,371	2,300	.....	650	.....	.....	850	.....	.....	1,500	.....	.....	.....	.....	.....	.....	1	650	.....	.....	.....
Maulowoc, Wis.	13,027	2,700	.....	850	.....	.....	875	.....	.....	1,100	.....	.....	.....	.....	.....	.....	1	650	.....	.....	.....
Marquette, Wis.	14,610	2,700	.....	855	.....	.....	.....	.....	.....	1,200	1	675	.....	.....	.....	.....	1	570	.....	.....	.....
Wausau, Wis.	16,560	2,750	\$300	1,035	1	\$720	.....	1	\$960	.....	1	900	.....	.....	.....	.....	1	945	.....	.....	.....
Cheyenne, Wyo.	11,320	2,400	.....	960	.....	.....	900	.....	.....	.....	.....	810	.....	.....	.....	.....	.....	765	.....	.....	.....

1 Supervisor of grades.

2 Supervisor of penmanship.

3 Supervisor of kindergartens.

TABLE 6.—Salaries of general supervising officers and special teachers in public schools of cities having 5,000 and fewer than 10,000 inhabitants.

[Figures in *italics* relate to men, the other figures to women.]

Cities.	Population.	Superintendent.	Special teachers.									
			Drawing.		Music.		Manual training.		Domestic science.		Miscellaneous.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Florence, Ala.	6,689	\$1,320										
Huntsville, Ala.	7,611	2,000			1	\$585						
New Decatur, Ala.	6,118	1,600										
Bisbee, Ariz.	9,019	2,400	1	\$990			1	\$1,200	1	\$900	1	\$900
Douglas, Ariz.	6,437	2,800					1	800				
Prescott, Ariz.	5,092	2,280					1	1,800	2	1,035		
Helena, Ark.	8,772	1,800	1	315	1	950	1	1,185			1	925
Paragould, Ark.	5,248	1,350				225	1	1,280	1	1,000	1	1,000
Alhambra, Cal.	5,021	3,000			1	1,400	1	1,400	1	1,100	1	250
San Rafael, Cal.	5,934	2,700									1	100
Santa Ana, Cal.	8,429	3,000	1	1,200	1	1,000	1	1,480	1	1,200	1	1,300
Boulder, Colo.	9,539	2,500	1	1,080	1	1,080	1	1,350		1,200		
Canon City, Colo.	5,162	1,700	1	765	1	810		540		810	1	900
Cripple Creek, Colo.	6,206	3,000			1	1,200	1	1,200	1	1,200	1	1,425
Grand Junction, Colo.	7,754	2,750			1	855	1	1,100	1	618	1	1,188
Leadville, Colo.	7,508	2,000									1	100
Brantford, Conn.	6,047		1	350	1	350					1	100
Derby, Conn.	8,991	2,000			1	600	1	800				
East Hartford, Conn.	8,138	1,600										
Fairfield, Conn.	6,134	2,000	1	530								
Huntington, Conn.	6,545	2,100	1	625	1	650						
Killingly, Conn.	6,564	1,800				450						
New Milford, Conn.	5,010	1,000			1	250						
Plainfield, Conn.	6,719	1,600										
Plymouth, Conn.	5,021	700			1	228						
Putnam, Conn.	7,280	2,000			1	518			1	600		
Southington, Conn.	6,516	1,800				500						
Stafford, Conn.	5,233				1	407						
Stonington, Conn.	9,154	2,250	1	840	1	700			1	750	1	190
Stratford, Conn.	5,712	2,000	1	315	1	600						
Winchester, Conn.	8,679	1,600	1	400	1	600						
Albany, Ga.	8,190	1,900	1									
Americus, Ga.	8,063	2,400										
Dublin, Ga.	5,795	1,625										
Elberton, Ga.	6,483	2,000							1	450		
Fitzgerald, Ga.	5,795	1,800										
Gainesville, Ga.	5,925	1,650										
Marietta, Ga.	5,949	1,675										
Thomasville, Ga.	6,727	1,800										
Lewiston, Idaho.	6,043	2,100					1	1,125	1	810	1	810
Pocatello, Idaho.	9,110	3,000			1	1,040	1	1,250	1	1,040		
Beardstown, Ill.	6,107	1,800				500						
Berwyn, Ill.	9,841	2,800	1	800	1	350	1	800				
Centralia, Ill.	9,680	1,800			1	540						
Charleston, Ill.	5,884	2,000			1	585	1	1,100	1	675		
Dekalb, Ill.	8,102	1,500			1	800	1	450				
Dixon, Ill.	7,216	1,800	1	630	1	405					1	80
Edwardsville, Ill.	5,014	1,600	1	355	1	315			1	540		
Forest Park, Ill.	6,594	1,550										
Granite City, Ill.	9,903	2,400	1	775	1	675					1	630
Harvey, Ill.	7,227	2,100			1	725						
Herrin, Ill.	6,861	1,575										
Kewanee, Ill.	9,307	3,000			1	881	1	1,400	1	665		
Monmouth, Ill.	9,128	2,100	1	405	1	675			1	800		
Mount Carmel, Ill.	6,934	1,800										
Murphysboro, Ill.	7,485	1,350										
Olney, Ill.	5,011	1,700	1	675								
Ottawa, Ill.	9,535	2,000	1	700	1	700						

1 Primary.

2 One cooking and one sewing.

3 Physical training.

4 Agriculture.

5 Penmanship.

6 Sewing.

7 Also principal of high school.

8 Part time.

9 Also drawing.

10 Also music.

TABLE 6.—Salaries of general supervising officers and special teachers in public schools of cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Population.	Superintendent.	Special teachers.									
			Drawing.		Music.		Manual training.		Domestic science.		Miscellaneous.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Pana, Ill.	6,065	\$1,600			1	\$700	1	\$1,000	1	\$760		
Paris, Ill.	7,664	2,000			1	675			1	540		
Pekin, Ill.	9,897	1,900							1	650	1 1	\$850
Peru, Ill.	7,987	1,700									2 1	675
											1 1	250
Spring Valley, Ill.	7,035	2,500	1	\$495								
Staunton, Ill.	5,048	1,400										
Sterling, Ill.	7,467	1,400							1	250		
Taylorville, Ill.	5,446	1,170			1	720	1	900	1	720		
Urbana, Ill.	8,245	2,300	1	855	1	855						
Bedford, Ind.	8,716	2,000	1	1,000	1	810						
Clinton, Ind.	6,229	1,900	1	720					1	850		
Columbus, Ind.	8,813	2,200	1	900	1	1,000	1	1,100	1	900		
							1	630	2	720		
Connersville, Ind.	7,738	1,850	1	945	1	1,000					1 1	675
Crawfordsville, Ind.	9,371	2,600	1	675	1	743	1	90	1	810		
									1	720		
									1	585		
Frankfort, Ind.	8,634	2,000	1	810	1	810						
Goshen, Ind.	8,514	2,000	1	810	1	765	1	810				
Greensburg, Ind.	5,420	2,100			1	900	1	1,008			1	1,008
Hartford, Ind.	6,187	1,900	1	675								
Lebanon, Ind.	5,474	2,000	1	810	1	720	1	855				
Linton, Ind.	5,906	1,800	1	765								
Madison, Ind.	6,834	1,800	1	789	1	200			1	270		
New Castle, Ind.	9,446	2,800	1	1,000	1	900	1	1,000	1	1,000		
Noblesville, Ind.	5,073	1,500			1	675	1	810	1	720		
Portland, Ind.	5,130	1,750	1	788			1	788	1	675		
Shelbyville, Ind.	9,500	2,100	2	630	1	780	1	960	1	540		
Wabash, Ind.	6,687	2,000										
Whiting, Ind.	6,587	2,550	1	850	1	850	1	1,800	1	650		
					1	600	1	1,000				
					1	900	1	1,000	1	900		
Cedar Falls, Iowa.	5,012	2,100	1	630	1						1	675
Centerville, Iowa.	6,936	1,600									1	630
											1	700
Charles City, Iowa.	5,892	2,100			1	700	1	950	1	765	1	700
											1	706
Creston, Iowa.	6,924	1,800			1	630	1	833	1	585		
Fort Madison, Iowa.	8,900	1,900			1	585	1	855	1	585		
											1	315
Grinnell, Iowa.	5,036	1,900	1	585	1	540	1	877	1	585		
Oelwein, Iowa.	6,028	1,850	1	518	1	405	1	765	1	585		
Oskaloosa, Iowa.	9,466	2,000	1	675	1	765	1	855	1	765	1	630
Arkansas City, Kans.	7,508	1,800			1	630						
Chanute, Kans.	9,272	1,850			1	675	1	675	1	675		
Emporia, Kans.	9,050	2,000			1	878	1	865	1	735		
Galena, Kans.	6,096	1,500			1	630						
Iola, Kans.	9,032	1,800			1	675						
Junction City, Kans.	5,598	2,000			1	720	1	1,200				
Newton, Kans.	7,862	1,800							1	765		
									1	675		
Ottawa, Kans.	7,650	1,900			1	675	1	1,000				
Salina, Kans.	9,688	2,500			1	720	1	1,500			1	800
							1	900				
							1	720				
							1	675	1	585		
Wellington, Kans.	7,034	1,800			1	675	1					
Ashland, Ky.	8,688	2,400			1	810						
Bellevue, Ky.	6,683	2,000										
Bowling Green, Ky.	9,173	2,000	1	500	1	600						
Danville, Ky.	5,420	1,200										
Dayton, Ky.	6,979	1,500	1	350								
Hopkinsville, Ky.	9,419	1,920										
Mayfield, Ky.	5,916	1,600										
Maysville, Ky.	6,141	1,800			1	750						
Lafayette, La.	6,392	1,450			1	270						
Bath, Me.	9,396	1,500			1	600	1	1,100	1	600		
Brewer, Me.	5,667	1,600	1	600	1	425						
Brunswick, Me.	6,621	2,000					1	900	1	800		
Calais, Me.	6,116	400			1	500	1	800				

1 Physical training.

2 German.

3 Part time.

4 Also music.

5 Penmanship.

6 Also penmanship.

7 Subject not specified.

8 Handwork.

TABLE 6.—Salaries of general supervising officers and special teachers in public schools of cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Population.	Superintendent.	Special teachers.									
			Drawing.		Music.		Manual training.		Domestic science.		Miscellaneous.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Gardiner, Me.	5,311				1	\$500					1	\$600
Houlton, Me.	5,845	\$1,800	1	\$600	1	450						
Presque Isle, Me.	5,179	1,600			1	700						
Rockland, Me.	8,174	2,000		700	1	575	1	\$1,000	1	\$600		
Rumford, Me.	6,777		1	600						650		
Saco, Me.	6,565	1,100	1	1,000	1	600	1	700				
Sanford, Me.	2,049	1,600	1	1,000	1	600			1	650		
South Portland, Me.	7,471	1,500										
Frostburg, Md.	6,028										1	1,000
											1	750
Abington, Mass.	5,455	2,200	1	900	1	400						
Amherst, Mass.	5,112	1,700	1	400	1	300			1	200	1	150
					1	200						
Athol, Mass.	8,536	2,000	1	450	1	500			1	204		
Belmont, Mass.	5,542	2,680	1	680	1	625	1	875	1	325		
									1	225		
Bridgewater, Mass.	7,688	2,200	1	500	1	400						
Concord, Mass.	6,421	700	1	800	1	400	1	1,200	1	800		
Danvers, Mass.	9,407	2,000	1	600	1	500						
Easthampton, Mass.	8,524	1,550	1	450	1	650	1	800		450	1	480
Easton, Mass.	5,139	1,800	1	750	1	400			1	240		
									1	160		
Franklin, Mass.	5,641	1,875	1	400	1	425						
Grafton, Mass.	5,706	1,550	1	635			1	375				
Great Barrington, Mass.	5,926	1,800			1	600			1	750		
Mansfield, Mass.	5,183	720	1	300	1	200						
Maynard, Mass.	6,390	1,700	1	400	1	400				650		
Middleboro, Mass.	8,214	2,200			1	600	1	800			1	100
Milton, Mass.	7,924	2,700	1	1,000	1	700	1	1,800	1	950	1	1,000
							1	800	1	800		
							1	450	1	650		
									1	400		
Montague, Mass.	6,866	1,800			1	800	1	700				
Natick, Mass.	9,866	2,000	1	700	1	600	1	1,200	1	500		
									1	400		
Needham, Mass.	5,026	2,300	1	804	1	456						
North Andover, Mass.	5,529	1,000	1	900	1	500			1	700		
North Attleboro, Mass.	9,562	2,000	1	600	1	600	1	1,000				
Northbridge, Mass.	8,807	2,550	1	600	1	400						
Northwood, Mass.	8,014	2,100	1	925	1	700			1	221	1	250
Palmer, Mass.	8,610	1,900			1	500	1					
Reading, Mass.	8,818	800	1	500	1	500	1	840	1	350		
Rockland, Mass.	6,928	1,600	1	300	1	350						
Saugus, Mass.	8,047	1,800	1	480	1	450	1	800	1	320		
Spencer, Mass.	6,740	1,600	1	333	1	450						
Stoneham, Mass.	7,090	1,520	1	500	1	500	1	575	1	225	1	600
Stoughton, Mass.	6,316	720	1	440	1	240						
Swampscott, Mass.	6,204	1,000	1	800	1	450	1	800				
Ware, Mass.	8,774	2,000	1	600	1	500						
West Springfield, Mass.	9,224	2,000	1	600	1	425	1	750	1	700		
Westborough, Mass.	5,446	600	1	700								
Whitman, Mass.	7,292	1,800	1	850	1	550			1			
Winchendon, Mass.	5,678	2,000	1	720	1	500				632		
			1	300					1	300		
Winchester, Mass.	9,309	2,750	1	700	1	900	1	900	1	800	1	600
									1	700		
Albion, Mich.	5,833	1,700	1	900	1	425	1	665	1	700		
Benton Harbor, Mich.	9,185	2,000	1	700			1	900	1	775	1	950
											1	1,050
Bozoyan, Mich.	5,218	1,900	1	570	1	665	1	750			1	650
Cadillac, Mich.	8,375	2,050	1	650	1	750	1	850	1	800		
							1	750	1	600		
Cheboygan, Mich.	6,859	1,500	1	750					1	525		
Coldwater, Mich.	5,945	1,700			1	650	1	800	1	600		
Grand Haven, Mich.	5,856	2,050	1	600								
Houghton, Mich.	5,113	2,600	1	700	1	850	1	1,200	1	800	1	1,100
							1	750	1	400		

1 Penmanship.

2 Also penmanship.

3 Part time.

4 Also sewing.

5 Also music.

6 Also manual training.

7 Physical training.

8 Also domestic science.

TABLE 6.—Salaries of general supervising officers and special teachers in public schools of cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Population.	Superintendent.	Special teachers.									
			Drawing.		Music.		Manual training.		Domestic science.		Miscellaneous.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Ionia, Mich.	5,030	\$1,700	1	---	1	---	1	\$900	1	\$500	---	---
Iron Mountain, Mich.	9,216	\$2,800	1	\$900	1	\$800	1	1,400	1	800	---	---
Ludington, Mich.	9,132	\$2,100	1	750	1	650	1	900	1	625	1 ¹	\$350
Monroe, Mich.	6,893	1,750	4 ¹	675	1	600	---	---	1	650	---	---
Mount Clemens, Mich.	7,707	1,950	1	725	1	650	1	800	1	750	---	---
		\$ 575	---	---	---	---	---	---	---	---	---	---
Negaunee, Mich.	8,460	\$2,800	1	1,100	---	---	1	1,000	2	700	1	1,000
Niles, Mich.	5,156	1,800	1	675	1 ¹	380	---	---	---	---	---	---
Owosso, Mich.	9,639	1,800	1	675	1	700	1	950	1	600	1	800
St. Joseph, Mich.	5,936	\$2,000	1	650	---	---	1	800	---	---	---	---
Three Rivers, Mich.	5,072	1,800	---	---	---	---	---	---	---	---	---	---
Wyandotte, Mich.	8,287	\$2,000	1	550	1	725	1	700	1	700	---	---
Ypsilanti, Mich.	6,230	\$2,000	4 ¹	800	1	600	---	---	1	700	---	---
		1	320	---	---	---	---	---	1	380	---	---
Albert Lea, Minn.	6,192	\$2,800	1	630	1	720	1	1,150	1	750	1 ¹	1,650
		---	---	---	---	---	---	---	---	---	1 ¹	1,100
		---	---	---	---	---	---	---	---	---	1	720
Austin, Minn.	6,960	\$2,500	1	630	1	540	1	900	1	630	---	---
		---	---	---	---	---	1	800	1	585	---	---
Chisholm, Minn.	7,684	5,000	1	800	1	800	1	1,150	1	800	1 ¹	1,800
Cloquet, Minn.	7,031	\$2,300	1	720	---	---	---	---	---	---	---	---
Crookston, Minn.	7,559	\$2,400	1	810	1	900	1	1,100	1	765	---	---
		---	---	---	---	---	1	870	1	585	---	---
Eveleth, Minn.	7,036	5,300	1	800	1	950	---	---	1	900	---	---
		---	---	---	---	---	---	---	1	800	---	---
Fergus Falls, Minn.	6,887	\$2,000	---	---	---	---	1	1,050	1	720	1 ¹	1,350
Hibbing, Minn.	8,832	5,600	---	---	1	1,300	1	2,300	1	1,000	1	1,100
		---	---	---	---	---	2	1,300	1	800	---	---
New Ulm, Minn.	5,648	\$2,800	---	---	---	---	---	---	---	---	---	---
Owatonna, Minn.	5,668	1,800	1	675	1	585	---	---	---	---	---	---
Corinth, Miss.	5,020	1,800	1	540	1	540	1	450	---	---	---	---
Greenville, Miss.	9,610	\$2,250	---	---	---	---	---	---	---	---	---	---
Greenwood, Miss.	5,836	\$2,400	---	---	---	---	---	---	---	---	---	---
Laurel, Miss.	8,465	\$2,250	---	---	---	---	---	---	1	585	---	---
		---	---	---	---	---	---	---	---	---	---	---
McComb, Miss.	6,237	\$2,250	---	---	---	---	---	---	1	810	1	700
Yazoo, Miss.	6,796	\$2,250	---	---	---	---	---	---	---	---	---	---
Flat River, Mo.	5,112	1,600	1	810	---	---	1	675	1	810	---	---
Independence, Mo.	9,859	1,800	1	675	1	720	1	1,800	1	675	---	---
Lexington, Mo.	5,242	1,300	1	405	1	205	---	---	1	495	---	---
Nevada, Mo.	7,176	1,800	---	---	---	---	---	---	---	---	---	---
Poplar Bluff, Mo.	6,916	\$2,000	---	---	1	720	---	---	---	---	---	---
Webster Graves, Mo.	7,080	\$2,400	1	780	1	875	---	---	1	400	1	850
Bozeman, Mont.	5,107	\$2,500	1	1,000	---	---	1	1,200	1	800	---	---
Livingston, Mont.	5,359	\$2,800	1	850	---	---	1	1,000	---	---	---	---
Beatrice, Nebr.	9,356	\$2,800	1	720	1	1,125	---	---	---	---	---	---
Fairbury, Nebr.	5,294	1,800	---	---	1	675	1	765	1	675	---	---
Fremont, Nebr.	8,718	5,000	1	810	1	900	---	---	---	---	---	---
Kearney, Nebr.	6,202	1,700	---	---	---	---	---	---	---	---	---	---
Norfolk, Nebr.	6,025	1,800	---	---	1	720	---	---	---	---	---	---
York, Nebr.	6,235	\$2,400	1	675	1	675	1	800	---	---	1	675
Derry, N. H.	5,123	1,800	---	---	1	374	---	---	---	---	---	---
Franklin, N. H.	6,132	1,300	1	540	1	325	---	---	---	---	---	---
Dover, N. J.	7,468	\$2,200	1	650	1	725	---	---	---	---	---	---
Englewood, N. J.	9,924	5,600	1	900	1	900	1	1,100	1	900	1	1,050
		---	---	---	---	---	1	800	---	---	---	---
Hammononton, N. J.	5,088	\$2,000	1	850	1	850	1	1,400	---	---	---	---
Nutley, N. J.	6,009	5,500	1	950	1	925	1	1,100	1	875	---	---
Princeton, N. J.	5,126	---	---	---	1	700	1	1,200	1	1,000	---	---
Ridgewood, N. J.	5,416	\$2,250	1	800	1	975	1	1,000	1	850	---	---
Rutherford, N. J.	7,045	\$2,100	---	---	---	---	1	1,000	---	---	1	850
Salem, N. J.	6,614	1,800	1	550	1	700	---	---	1	475	---	---
Salem, N. J.	7,007	1,500	---	---	---	---	1	750	---	---	---	---
South Amboy, N. J.	6,014	\$2,400	1	1,300	1	800	1	600	1	1,200	---	---
South Orange, N. J.	6,014	---	1	800	---	---	---	---	---	---	---	---

1 Part time.

2 Penmanship.

3 Physical training.

4 Also manual training.

5 Assistant to superintendent.

6 Also music.

7 Agriculture.

8 Colored.

TABLE 6.—Salaries of general supervising officers and special teachers in public schools of cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Population.	Superintendent.	Special teachers.									
			Drawing.		Music.		Manual training.		Domestic science.		Miscellaneous.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Vineand, N. J.	5,282	\$1,800	1	\$850	1	\$850	1	\$600				
Santa Fe, N. Mex.	5,072	2,000		720	1	720						
Canandaigua, N. Y.	7,217	2,600		800	1	800			1	\$800		
Catskill, N. Y.	5,296	2,200	1	725					1	700		
Fredonia, N. Y.	5,285	1,800	1	500	1	500			1	480		
Haverstraw, N. Y.	5,669	2,000										
Hosick Falls, N. Y.	5,532	1,800	1	550								
Hudson Falls, N. Y.	5,189	1,800	1	715	1	500	1	800	1	775		
Ithaca, N. Y.	6,588	1,900	1	800	1	625						
Malone, N. Y.	6,467	1,600	1	650	1	650						
Mamaroneck, N. Y.	5,669	2,600										
Mechanicville, N. Y.	6,684	1,600	1	650	1	650						
Medina, N. Y.	5,683	1,800										
Newark, N. Y.	6,227	1,800	1	500	1	500						
North Tarrytown, N. Y.	5,421	2,300	1	650	1	725	1	1,000	1	650		
Norwich, N. Y.	7,422	2,000				350						
Oneonta, N. Y.	9,481	2,100	1	850	1	750	1	800	1	650		
Salamanca, N. Y.	5,792	2,000	1	700	1	650			1	700		
Seneca Falls, N. Y.	6,588	1,750	1	500	1	500						
Solvay, N. Y.	5,139	2,000	1	1,100	1	900	1	900	1	850		
									1	600		
									1	200		
Tarrytown, N. Y.	5,600	2,800	1	900	1	1,100	1	1,200				
Tonawanda, N. Y.	8,290	2,600	1	800	1	700	1	1,200	1	600		
Concord, N. C.	8,715	1,450										
Elizabeth, N. C.	8,412	1,800										
Gastonia, N. C.	5,759	1,600										
Goldsboro, N. C.	6,107	1,800										
Newbern, N. C.	9,961	1,800			1	560	1	516	1	444		
					1	528						
					1	444						
					1	420						
Salisbury, N. C.	7,153	1,600										
Washington, N. C.	6,211	2,100					1	580				
Wilson, N. C.	6,717	1,950										
Bismarck, N. Dak.	5,443	1,800	1	900			1	900	1	800		
Devils Lake, N. Dak.	5,157	2,000	1	765	1	855	1	1,000	1	720		
Minot, N. Dak.	6,188	2,200	1	1,100			1	1,200	1	675	1	\$900
										1	810	
Barberton, Ohio	9,410	1,800			1	720	1	790	1	720		
Bowling Green, Ohio	5,222	1,600	1	675								
Bucyrus, Ohio	8,122	1,850	1	808	1	808						
Conneaut, Ohio	8,319	1,800										
Coshocton, Ohio	9,603	2,000	1	675	1	720	1	810	1	675		
							1	640				
Delphos, Ohio	5,038	1,800										
East Cleveland, Ohio	9,179	5,600	1	1,400	1	1,200	1	1,700	1	1,050	1	1,600
							1	1,800	1	800	1	1,200
							1	900	1	945		
Fostoria, Ohio	9,597	2,100	1	900	1	900	1					
Gallipolis, Ohio	5,560	1,800			1	562						
Greenville, Ohio	6,237	1,800										
Jackson, Ohio	5,468	1,700			1	405						
Martins Ferry, Ohio	9,133	2,000	1	720	1	810						
Nelsonville, Ohio	6,062	1,800										
New Philadelphia, Ohio	8,542	1,800			1	1,080						
Niles, Ohio	8,361	2,600	1	1,080	1	810	1	810	1	630		
Painesville, Ohio	5,501	1,800	1	375	1	800					1	375
Ravenna, Ohio	5,310	1,800	1	250	1	600						
St. Bernard, Ohio	5,002	2,300	1	1,000	1	1,000	1	1,000				
St. Marys, Ohio	5,732	1,700									1	1,400
											1	630
											1	680
Salem, Ohio	8,943	2,300			1	750						
Sidney, Ohio	6,807	2,180	1	750	1	700						
Troy, Ohio	6,122	2,000	1	900	1	550	1	950	1	600	1	800
					1	600						
Urbana, Ohio	7,739	2,000	1	760								
Van Wert, Ohio	7,157	1,800										
Washington C. H., Ohio	7,277	2,600	1	585	1	750						

1 Also manual training.

2 Also music.

3 Also principal of the high school.

4 Part time.

5 Colored.

6 Physical training.

7 Penmanship.

8 Also penmanship.

TABLE 6.—Salaries of general supervising officers and special teachers in public schools of cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Population.	Superintendent.	Special teachers.									
			Drawing.		Music.		Manual training.		Domestic science.		Miscellaneous.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Wellston, Ohio.....	6,875	\$1,500			1	\$720						
Wellsville, Ohio.....	7,769	1,900			1	675						
Wooster, Ohio.....	6,136	2,300			1	800						
Xenia, Ohio.....	8,706	1,800										
Ardmore, Okla.....	8,618	\$400	1	\$450	1	900			1	\$675	1	\$675
Bartlesville, Okla.....	6,181	2,100	1	900	1	800						
Durant, Okla.....	5,330	1,800										
El Reno, Okla.....	7,872	2,000									2	680
Sapulpa, Okla.....	8,283	1,800			1	675	1	\$675	1	675		
Ashland, Oreg.....	5,020	1,800	1	720			1	810	1	810		
Astoria, Oreg.....	9,599	2,000	1	900			1	1,800	1	900		
Baker, Oreg.....	6,742	\$500	*1	855			1	900	1	855		
Ambridge, Pa.....	5,205	\$300			1	450						
Ashland, Pa.....	6,855	1,600										
Ashley, Pa.....	5,601				1	270						
Berwick, Pa.....	5,357	1,500										
Blakeley, Pa.....	5,345	4,100										
Bloomsburg, Pa.....	7,413	\$1,800	*1	1,000								
Bristol, Pa.....	9,256	1,000	1	550								
Carrick, Pa.....	6,117	\$1,850	1	400	1	450						
Catsaunqua, Pa.....	5,250	\$1,450										
Charleroi, Pa.....	9,615	1,700			1	1,050					1	285
Conshohocken, Pa.....	7,480	1,500			1	300	1	995	1	550		
Coraopolis, Pa.....	5,252	2,000			1	450						
Danville, Pa.....	7,517	1,400										
Darby, Pa.....	6,305	1,800	1	375			1	480				
Donora, Pa.....	8,174	\$1,800							1	675	1	607
Duquesne, Pa.....	7,487	\$1,800										
Edwardsville, Pa.....	8,407	\$1,600			*1	380						
Forest City, Pa.....	5,749	\$1,250										
Glassport, Pa.....	5,540	\$1,500			1	450						
Greenville, Pa.....	5,909	2,000			1	1,080						
Hanover, Pa.....	7,057	1,500	*1	810								
Huntingdon, Pa.....	6,861	1,600			1	630						
Indiana, Pa.....	5,749	1,400	*1	950								
Jersey Shore, Pa.....	5,381	1,300										
Juniata, Pa.....	5,285	1,350										
Kane, Pa.....	6,626	1,600	*1	810			1	1,000	1	900		
Kingston, Pa.....	6,449	\$1,740			*1	380						
Lansford, Pa.....	8,321	1,800					1	1,000				
Lehighton, Pa.....	5,316	1,200			1	225						
Lewistown, Pa.....	8,166	1,600			1	540						
Lock Haven, Pa.....	7,772	1,500	1	495								
Luzerne, Pa.....	5,426	\$1,200			1	180						
Middletown, Pa.....	5,374	1,200	*1	600								
Milton, Pa.....	7,460	1,800	*1	720								
Minersville, Pa.....	7,240	1,800										
Monongahela, Pa.....	7,598	1,800	*1	675	*1	585					1	1,140
Mount Pleasant, Pa.....	5,812	1,800										
Munhall, Pa.....	5,185	\$400	1	900	1	900						
New Brighton, Pa.....	8,329	\$2,200	1	540	1	675						
New Kensington, Pa.....	7,707	2,000			1	450			1	380		
Northampton, Pa.....	8,729	1,700			1	600						
Punxsutawney, Pa.....	9,058	1,900			1	675						
Ridgway, Pa.....	5,408	\$2,250	1	765	*1	765	1	990	1	765		
Rochester, Pa.....	5,903	1,800	1	270	1	380						
St. Marys, Pa.....	6,346	1,800	*1	540								
Sayre, Pa.....	6,426	1,600	*1	720								
Scottsdale, Pa.....	5,456	1,800	*1	540	*1	415	1	1,185	*1	380	*1	765
Sharpsburg, Pa.....	8,153	\$1,275	*1	563	1	405					*1	390
Swissvale, Pa.....	7,381	\$2,400	1	1,170	1	765					*1	540
Tarentum, Pa.....	7,414	\$2,400	1	675	1	780					1	765
Taylor, Pa.....	9,060	1,600			1	585						
Throop, Pa.....	5,133	1,500			1	650						
Titusville, Pa.....	8,533	\$2,250	1	618	1	665			1	523		
Tyrone, Pa.....	7,176	1,500	1	810	1	675						
West Berwick, Pa.....	5,512	1,200			1	450						

1 Physical training.

* Special teachers, subjects not specified.

* Also music.

* Per month.

* Supervising principal.

* Part time.

7 Penmanship.

* Also penmanship.

* Supervisor of grades.

TABLE 6.—Salaries of general supervising officers and special teachers in public schools of cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Population.	Superintendent.	Special teachers.									
			Drawing.		Music.		Manual training.		Domestic science.		Miscellaneous.	
			Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
Wilmerding, Pa.	6,133	\$1,800										
Bristol, R. I.	8,565	1,600										
Burrillville, R. I.	7,878	1,600	1	\$800								
Coventry, R. I.	5,848	1,600										
Johnston, R. I.	5,935	1,600										
North Providence, R. I.	5,407	1,600			1	\$371						
Warren, R. I.	6,585	\$1,800	1	410	1	400						
Anderson, S. C.	9,654	1,800										
Florence, S. C.	7,067	1,800			1	540						
Georgetown, S. C.	5,530	1,380										
Greenwood, S. C.	6,614	\$,000										
Orangeburg, S. C.	5,906	1,800										
Huron, S. Dak.	5,791	1,800			1	675						
Lead, S. Dak.	8,392	\$,600	1	1,150	1	1,350	1	\$1,800	1	\$1,100	\$1	\$1,400
Mitchell, S. Dak.	6,515	\$,300									\$1	\$1,400
Watertown, S. Dak.	7,010	\$,000					1	1,100	1	855	\$1	1,000
							1	1,000	1	720		
Bristol, Tenn.	7,148	1,600										
Amarillo, Tex.	9,957	\$,800	1	675	1	675						
Brownwood, Tex.	6,967	1,600										
Corpus Christi, Tex.	8,222	\$,250									\$2	1,120
Corsecan, Tex.	9,749	\$,400	1	670	1	675						
Greenville, Tex.	8,850	1,800	1	780	1	840	1	675	1	675		
Hillsboro, Tex.	6,115	\$,000										
Taylor, Tex.	5,314	1,800	1	540	1	540	1	800				
Texarkana, Tex.	9,790	\$,400			1	565	1	1,800	1	675		
Weatherford, Tex.	5,074	1,600										
Wichita Falls, Tex.	8,200	\$,400	\$1	785			1	1,185				
Brattleboro, Vt.	7,541	1,975	\$1	800	1	550			1	200	\$1	400
Montpelier, Vt.	7,856	\$,600	1	600	1	550			1	500		
St. Albans, Vt.	6,381	1,900									\$1	750
St. Johnsbury, Vt.	8,098	\$,000									\$1	400
Bristol, Va.	6,247	1,840										
Clifton Forge, Va.	5,748	\$1,400										
Centralia, Wash.	7,311	\$,000			1	855						
Hoquiam, Wash.	8,171	\$,200	1	900	1	950	1	1,185	1	850	\$1	1,100
Olympia, Wash.	6,996	\$,300	\$1	900			1	1,200	1	1,000		
									1	600		
Vancouver, Wash.	9,300	\$,160	\$1	1,800			1	1,100	1	935		
Clarksburg, W. Va.	9,201	\$,000										
Elkins, W. Va.	5,280	\$,000			1	630			1	765		
Grafton, W. Va.	7,563	1,800			1	675						
Morgantown, W. Va.	9,150	\$,100	1	900	1	900						
Antigo, Wis.	7,196	1,900	\$1	720							1	675
Baraboo, Wis.	6,324	\$,000					1	1,055	1	760		
Beaver Dam, Wis.	6,758	1,800	1	725	1	725	1	1,100	1	650		
Grand Rapids, Wis.	6,521	\$,100	1	810	1	675	1	1,400	1	810	\$1	855
							1	810	1	720	\$1	315
Marshfield, Wis.	5,783	\$1,850										
Manasha, Wis.	6,081	\$,400	1	550			1	800	1	650		
Neenah, Wis.	5,734	\$,300	\$1	630			1	1,250	1	650		
Oconto, Wis.	5,629	1,800			1	540	1	780	1	585		
Rhinelander, Wis.	5,637	\$,000	\$1	720			1	810	1	630		
Stevens Point, Wis.	8,692	1,900	1	600	1	570	1	950	1	665		
									1	380		
Watertown, Wis.	8,829	1,735			1	700						
Waukesha, Wis.	8,740	\$,250			1	675	1	1,000	1	700		
West Allis, Wis.	6,645	\$,000	\$1	900			1	1,350	1	750		
Laramie, Wyo.	8,237	\$,200	1	878	1	780	1	1,000	1	800		
Rock Springs, Wyo.	5,778	1,800										
Sheridan, Wyo.	8,408	\$,600	1	900	1	950						

¹ Supervising principal.² Also principal of high school.³ Penmanship.⁴ Physical training.⁵ Special teachers, subjects not specified.⁶ Also music.⁷ Also supervisor of grades.⁸ Also manual training.⁹ Subjects not specified.¹⁰ Also principal.¹¹ Commercial.¹² Typewriting.

TABLE 7.—Salaries in teacher-training schools of cities of more than 25,000 inhabitants.

(Figures in *italic* relate to men; the others to women.)

Cities.	Principals.		Vice principals.		Heads of departments.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
<i>Cities having more than 250,000 inhabitants.</i>								
Washington, D. C.....	1 ²	\$2,500					1 ² 12 15 1 13 4 13 1 9 4 3 5 1 1 2 2 1 1 2 1 5 1 1	\$1,800 1,800 1,800 1,500 1,400 1,300 1,200 1,100 3,100 3,100 2,600 2,500 2,300 2,200 2,100 2,000 1,800 1,700 1,600
Chicago, Ill.....	1	5,500	1	\$3,400			9 4 3 5 1 1 2 1 2 1 5 1 1	3,100 3,100 2,600 2,500 2,300 2,200 2,100 2,000 1,800 1,700 1,600
New Orleans, La.....	1	1,700	1	1,350			1	1,600
Baltimore, Md.....	1 ¹	3,000 2,400					1 ⁴ 1 15 2 1 1 1 1 1 1 3 1 2 2 1 1 1 1 1 1 6 11 4 3 8 1 32 3 3 7 8 1 5 1 1 9 4 2 2 2 1 1 1 1	1,200 1,100 1,000 900 700 \$2,808 1,908 1,692 1,620 1,560 1,176 984 2,600 2,500 2,200 1,780 1,680 1,576 1,200 2,100 1,800 1,800 1,600 3,600 3,880 3,250 3,040 2,760 2,750 2,900 2,600 2,480 2,450 2,300 2,180 2,150 2,150 2,000 2,000 1,920 1,850 1,740 1,680 1,610 1,550 1,530 1,300 880
Boston, Mass.....	1	3,924			2 1 1	\$3,804 3,080 2,340	1 2 5 1 1 1 1 1 1 1 3 1 2 2 1 1 1 1 1 1 6 11 4 3 8 1 32 3 3 7 8 1 5 1 1 9 4 2 2 2 1 1 1 1	\$2,808 1,908 1,692 1,620 1,560 1,176 984 2,600 2,500 2,200 1,780 1,680 1,576 1,200 2,100 1,800 1,800 1,600 3,600 3,880 3,250 3,040 2,760 2,750 2,900 2,600 2,480 2,450 2,300 2,180 2,150 2,150 2,000 2,000 1,920 1,850 1,740 1,680 1,610 1,550 1,530 1,300 880
St. Louis, Mo.....	1	4,500					3 1 2 2 1 1 1 1 1 1 3 1 2 2 1 1 1 1 1 1 6 11 4 3 8 1 32 3 3 7 8 1 5 1 1 9 4 2 2 2 1 1 1 1	\$2,600 2,500 2,200 1,780 1,680 1,576 1,200 2,100 1,800 1,800 1,600 3,600 3,880 3,250 3,040 2,760 2,750 2,900 2,600 2,480 2,450 2,300 2,180 2,150 2,150 2,000 2,000 1,920 1,850 1,740 1,680 1,610 1,550 1,530 1,300 880
Newark, N. J.....	1	3,800					1 1 1 1 1 1 1 1 1 1 3 1 2 2 1 1 1 1 1 1 6 11 4 3 8 1 32 3 3 7 8 1 5 1 1 9 4 2 2 2 1 1 1 1	\$2,100 1,800 1,800 1,600 3,600 3,880 3,250 3,040 2,760 2,750 2,900 2,600 2,480 2,450 2,300 2,180 2,150 2,150 2,000 2,000 1,920 1,850 1,740 1,680 1,610 1,550 1,530 1,300 880
New York, N. Y.....	2 1	5,000 5,000					4 3 8 1 2 32 3 3 7 8 1 5 1 1 9 4 2 2 2 1 1 1 1	3,600 3,880 3,250 3,040 2,760 2,750 2,900 2,600 2,480 2,450 2,300 2,180 2,150 2,150 2,000 2,000 1,920 1,850 1,740 1,680 1,610 1,550 1,530 1,300 880

¹ 1 colored.² Colored.³ Part time.

TABLE 7.—Salaries in teacher-training schools of cities of more than 25,000 inhabitants—Continued.

	Principals.		Vice principals.		Heads of departments.		Teachers.	
	Number.	Salary.	Number.	Salary.	Number.	Salary.	Number.	Salary.
<i>Cities having more than 250,000 inhabitants—Continued.</i>								
Cincinnati, Ohio.....	1	\$3,600					1	\$3,500
							1	2,000
							1	1,500
Cleveland, Ohio.....	1	3,000	1	\$1,900			1	1,500
							1	2,000
							1	2,000
							1	1,900
							4	1,800
							1	1,800
							1	1,300
							1	1,100
Philadelphia, Pa.....	1	4,500			1	\$3,000	1	550
	1	3,500			5	1,900	2	2,300
							1	2,100
							1	1,650
							2	1,600
							7	1,450
							5	1,400
							1	1,350
							2	1,300
							1	1,250
							4	1,200
							5	1,100
							1	1,050
							3	1,000
							6	950
							4	900
							1	800
							1	720
							1	650
<i>Cities having 100,000 and fewer than 250,000 inhabitants.</i>								
Indianapolis, Ind.....	1	2,000					1	1,200
Louisville, Ky.....	1	1,800					1	1,000
	1	1,500					7	1,000
Cambridge, Mass.....	1	2,800	1	900	2	1,000	1	804
							1	750
							1	570
Fall River, Mass.....	1	1,800	1	1,200	2	1,000	2	510
					1	920	8	820
							1	800
							1	500
St. Paul, Minn.....	1	2,500					1	460
							4	1,200
							1	1,150
							2	1,100
							2	1,000
							3	950
Paterson, N. J.....	1	2,700	1	1,500			4	1,200
							1	1,100
Albany, N. Y.....	1	2,500			2	1,300	12	750
Rochester, N. Y.....	1	2,200	1	1,600			1	1,300
							1	1,250
							1	1,150
							1	1,100
							4	1,050
							1	1,000
							10	950
Dayton, Ohio.....	1	1,500					3	900
Richmond, Va.....							1	1,000
							1	1,100
							2	1,000
							1	810
<i>Cities having 50,000 and fewer than 100,000 inhabitants.</i>								
Fort Wayne, Ind.....	1	1,800	1	1,000			1	900
							1	875
							4	850
							1	800

1 Part time.

2 Colored.

TABLE 7.—Salaries in teacher-training schools of cities of more than 25,000 inhabitants—Continued.

Cities.	Principals.		Vice principals.		Heads of departments.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
<i>Cities having 50,000 and fewer than 100,000 inhabitants—Cont.</i>								
Saginaw, Mich., east side	1	\$1,200	1	\$300			2	\$1,200
Elizabeth, N. J.	1	3,700					1	1,200
Trenton, N. J.	1	1,700					5	960
							1	800
							1	840
							5	800
							1	780
							1	730
							1	720
							1	640
							3	600
							1	560
							1	520
							1	440
Schenectady, N. Y.	1	\$,100					2	900
Reading, Pa.	1	1,000						
<i>Cities having 25,000 and fewer than 50,000 inhabitants.</i>								
Tampa, Fla.	1 1	400					1 1	200
							1 1	200
Macon, Ga.	1	1,200						
Lewiston, Me.	1	1,200						
Elmira, N. Y.	1	1,250					1	750
Jamestown, N. Y.	1	900						
Wheeling, W. Va.							1	1,000

1 Part time.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants.

Cities having more than 250,000 inhabitants.

San Francisco, Cal.:		Chicago, Ill.—Continued.	
Principals—		Teachers—Continued.	
1 male, at.....	\$3,300	27 male, at.....	\$1,700
4 male, at.....	3,000	40 female, at.....	1,700
Vice principals—		41 male, at.....	1,600
3 male, at.....	2,100	40 female, at.....	1,600
1 female, at.....	2,100	24 male, at.....	1,500
Heads of departments—		40 female, at.....	1,500
17 male, at.....	2,040	1 female, at.....	1,450
11 female, at.....	2,040	25 male, at.....	1,400
Teachers—		33 female, at.....	1,400
33 male, at.....	1,680	1 male, at.....	1,350
34 female, at.....	1,680	27 male, at.....	1,300
2 male, at.....	1,500	47 female, at.....	1,300
3 female, at.....	1,500	1 male, at.....	1,250
Washington, D. C.:		4 female, at.....	1,250
Principals—		4 female, at.....	1,225
3 male, at.....	2,500	14 male, at.....	1,200
1 female, at.....	2,500	29 female, at.....	1,200
12 male, at.....	2,300	1 female, at.....	1,150
1 male, at.....	2,100	4 male, at.....	1,100
Heads of departments—		24 female, at.....	1,100
10 male, at.....	2,200	1 male, at.....	1,050
2 female, at.....	2,200	6 female, at.....	1,050
Teachers—		1 female, at.....	1,350
3 male, at.....	2,200	1 female, at.....	1,025
1 male, at.....	1,900	9 male, at.....	1,000
3 female, at.....	1,900	15 female, at.....	1,000
55 male, at.....	1,800	1 female, at.....	950
94 female, at.....	1,800	2 female, at.....	775
4 male, at.....	1,700	3 female, at.....	725
14 female, at.....	1,700	7 female, at.....	675
5 male, at.....	1,600	7 female, at.....	650
10 female, at.....	1,600	New Orleans, La.:	
8 male, at.....	1,500	Principals—	
8 female, at.....	1,500	1 male, at.....	2,750
4 male, at.....	1,400	2 female, at.....	1,700
14 female, at.....	1,400	Vice principals—	
6 male, at.....	1,300	1 male, at.....	1,800
8 female, at.....	1,300	2 female, at.....	1,350
5 male, at.....	1,200	Teachers—	
7 female, at.....	1,200	8 male, at.....	1,650
1 male, at.....	1,100	1 male, at.....	1,450
3 female, at.....	1,100	2 male, at.....	1,400
3 male, at.....	1,000	2 male, at.....	1,350
4 female, at.....	1,090	2 male, at.....	1,300
1 male, at.....	950	3 male, at.....	1,250
1 male, at.....	625	5 male, at.....	1,200
Chicago, Ill.:		11 female, at.....	1,150
Principals—		31 female, at.....	1,100
11 male, at.....	3,600	2 female, at.....	1,050
1 male, at.....	3,500	3 female, at.....	1,000
3 male, at.....	3,400	2 female, at.....	950
2 male, at.....	3,300	10 female, at.....	900
2 male, at.....	3,000	2 female, at.....	850
1 female, at.....	3,000	12 female, at.....	800
Vice principals—		13 female, at.....	750
7 male, at.....	2,600	4 female, at.....	700
2 female, at.....	2,600	3 female, at.....	650
1 male, at.....	2,400	Baltimore, Md.:	
1 male, at.....	2,300	Principals—	
1 male, at.....	2,100	2 male, at.....	3,000
1 female, at.....	2,100	2 male, at.....	2,600
1 male, at.....	2,000	1 male, at.....	2,400
1 female, at.....	1,900	Vice principals—	
1 female, at.....	1,800	2 male, at.....	2,200
Teachers—		1 male, at.....	1,600
2 male, at.....	2,600	1 female, at.....	1,300
3 female, at.....	2,400	Teachers—	
48 male, at.....	2,300	11 male, at.....	2,000
36 female, at.....	2,300	7 male, at.....	1,800
4 male, at.....	2,200	2 male, at.....	1,700
5 female, at.....	2,200	1 male, at.....	1,600
18 male, at.....	2,100	23 male, at.....	1,500
26 female, at.....	2,100	7 male, at.....	1,400
18 male, at.....	2,000	11 male, at.....	1,300
18 female, at.....	2,000	7 male, at.....	1,200
10 male, at.....	1,900	41 female, at.....	1,200
17 female, at.....	1,900	2 male, at.....	1,100
40 male, at.....	1,800	7 female, at.....	1,100
34 female, at.....	1,800	8 male, at.....	1,000
1 Colored.		15 colored.	
5 colored.		2 colored.	
1 colored.		4 colored.	
25 colored.			

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having more than 250,000 inhabitants—Continued.

Baltimore, Md.—Continued.		Minneapolis, Minn.—Continued.	
Teachers—Continued.		Teachers—	
18 female, at.....	\$1,000	1 male, at.....	\$2,000
12 male, at.....	900	1 male, at.....	1,750
15 female, at.....	900	12 male, at.....	1,700
2 female, at.....	850	5 female, at.....	1,700
4 female, at.....	840	2 male, at.....	1,650
3 female, at.....	800	2 female, at.....	1,650
4 male, at.....	780	21 male, at.....	1,600
1 female, at.....	780	8 female, at.....	1,600
14 female, at.....	750	2 male, at.....	1,550
1 male, at.....	720	10 female, at.....	1,550
1 male, at.....	700	11 male, at.....	1,500
13 female, at.....	700	27 female, at.....	1,500
5 male, at.....	600	3 male, at.....	1,450
4 female, at.....	600	14 female, at.....	1,450
Boston, Mass.:		8 male, at.....	1,400
Principals—		13 female, at.....	1,400
10 male, at.....	3,924	2 male, at.....	1,350
1 male, at.....	3,780	11 female, at.....	1,350
4 male, at.....	3,492	12 male, at.....	1,300
1 male, at.....	2,844	13 female, at.....	1,300
Vice principals—		3 male, at.....	1,250
3 female, at.....	1,908	2 female, at.....	1,250
Heads of departments—		7 male, at.....	1,200
32 male, at.....	3,204	19 female, at.....	1,200
5 male, at.....	3,060	1 male, at.....	1,150
1 male, at.....	2,916	6 female, at.....	1,150
2 male, at.....	2,772	1 male, at.....	1,100
5 male, at.....	2,628	11 female, at.....	1,100
1 male, at.....	2,484	1 female, at.....	1,050
1 male, at.....	2,340	7 female, at.....	1,000
25 female, at.....	1,908	2 female, at.....	950
5 female, at.....	1,836	1 male, at.....	900
1 female, at.....	1,764	6 female, at.....	900
1 female, at.....	1,692	3 female, at.....	850
1 female, at.....	1,476	2 female, at.....	800
2 female, at.....	1,404	St. Louis, Mo.:	
Teachers—		Principals—	
19 male, at.....	3,060	1 male, at.....	4,000
4 male, at.....	2,772	1 male, at.....	3,900
3 male, at.....	2,628	1 male, at.....	3,800
5 male, at.....	2,484	1 male, at.....	3,500
7 male, at.....	2,340	Vice principals—	
1 male, at.....	2,340	1 male, at.....	2,850
5 male, at.....	2,196	2 male, at.....	2,700
8 male, at.....	2,052	1 male, at.....	2,300
11 male, at.....	1,908	Heads of departments—	
17 male, at.....	1,764	17 male, at.....	2,180
1 female, at.....	1,764	6 male, at.....	2,100
42 female, at.....	1,692	5 male, at.....	2,040
61 male, at.....	1,620	1 male, at.....	2,000
14 female, at.....	1,620	Teachers—	
6 female, at.....	1,548	6 male, at.....	2,000
4 male, at.....	1,476	3 female, at.....	2,000
6 female, at.....	1,476	10 male, at.....	1,900
4 male, at.....	1,404	3 female, at.....	1,900
5 female, at.....	1,404	13 male, at.....	1,800
1 female, at.....	1,380	6 female, at.....	1,800
2 male, at.....	1,332	9 male, at.....	1,700
7 female, at.....	1,332	4 female, at.....	1,700
2 female, at.....	1,308	15 male, at.....	1,640
1 male, at.....	1,260	4 female, at.....	1,640
17 female, at.....	1,260	12 male, at.....	1,580
1 female, at.....	1,236	4 female, at.....	1,580
29 female, at.....	1,188	13 male, at.....	1,520
1 female, at.....	1,176	6 female, at.....	1,520
2 female, at.....	1,164	6 male, at.....	1,460
24 female, at.....	1,116	2 female, at.....	1,460
3 female, at.....	1,092	14 male, at.....	1,360
40 female, at.....	1,044	13 female, at.....	1,360
2 female, at.....	1,032	5 male, at.....	1,300
1 female, at.....	1,020	10 female, at.....	1,300
15 female, at.....	972	2 male, at.....	1,240
1 female, at.....	960	8 female, at.....	1,240
1 female, at.....	888	12 male, at.....	1,180
Minneapolis, Minn.:		10 female, at.....	1,180
Principals—		13 male, at.....	1,120
5 male, at.....	3,000	12 female, at.....	1,120
1 colored.		5 Masters.	
26 colored.		3 colored.	
3 Colored.		2 colored.	
4 First assistants to heads of departments.			

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having more than 250,000 inhabitants—Continued.

St. Louis, Mo.—Continued.

Teachers—Continued.

3 female, at.....	\$1,080
17 female, at.....	1,020
2 male, at.....	980
5 female, at.....	980
1 female, at.....	960
2 female, at.....	920
1 male, at.....	880
3 female, at.....	880

Newark, N. J.:

Principals—

1 male, at.....	4,300
1 male, at.....	4,100
1 male, at.....	4,000

Heads of departments—

7 male, at.....	3,000
1 male, at.....	2,800
2 male, at.....	2,700
2 male, at.....	2,600
3 male, at.....	2,500
3 male, at.....	2,400
1 male, at.....	2,200
1 male, at.....	2,100
4 female, at.....	2,100
2 female, at.....	2,000
3 female, at.....	1,900
1 female, at.....	1,700
1 male, at.....	1,600
1 female, at.....	1,600

Teachers—

3 male, at.....	2,500
4 male, at.....	2,400
3 male, at.....	2,300
5 male, at.....	2,200
8 male, at.....	2,100
11 male, at.....	2,000
1 male, at.....	1,900
6 male, at.....	1,800
12 female, at.....	1,800
1 female, at.....	1,700
3 male, at.....	1,600
3 female, at.....	1,600
8 male, at.....	1,500
10 female, at.....	1,500
2 male, at.....	1,400
2 female, at.....	1,400
6 female, at.....	1,300
2 female, at.....	1,200
2 female, at.....	1,100
1 female, at.....	1,000

New York, N. Y.:

Principals—

20 male, at.....	5,000
18 male, at.....	3,650
11 male, at.....	3,150
13 female, at.....	3,150
11 female, at.....	3,000

Teachers—

81 male, at.....	3,150
24 female, at.....	3,150
3 male, at.....	3,000
2 male, at.....	2,940
1 female, at.....	2,940
1 male, at.....	2,900
1 male, at.....	2,750
1 male, at.....	2,730
261 male, at.....	2,650
316 female, at.....	2,650
53 male, at.....	2,500
52 female, at.....	2,500
29 male, at.....	2,400
42 male, at.....	2,350
45 female, at.....	2,350
2 male, at.....	2,290
55 male, at.....	2,200
39 female, at.....	2,200
9 male, at.....	2,180
7 male, at.....	2,070
54 male, at.....	2,050

1 2 colored.

1 1 colored.

New York, N. Y.—Continued.

Teachers—Continued.

110 female, at.....	\$2,050
56 male, at.....	1,900
51 female, at.....	1,900
55 male, at.....	1,750
51 female, at.....	1,750
1 female, at.....	1,635
32 male, at.....	1,600
51 female, at.....	1,600
1 male, at.....	1,530
1 male, at.....	1,500
21 male, at.....	1,450
45 female, at.....	1,450
59 male, at.....	1,300
39 female, at.....	1,300
3 male, at.....	1,100
8 female, at.....	1,100
9 male, at.....	1,000
10 female, at.....	1,000
7 male, at.....	900
25 female, at.....	900

Cleveland, Ohio:

Principals—

2 male, at.....	3,500
7 male, at.....	3,000
1 male, at.....	2,500
1 male, at.....	1,700

Vice principals—

2 male, at.....	2,640
1 male, at.....	2,300
1 female, at.....	2,280
1 female, at.....	2,200
1 female, at.....	2,160
2 male, at.....	2,100
5 female, at.....	2,100
1 female, at.....	1,000

Teachers—

1 male, at.....	2,500
1 male, at.....	2,400
8 male, at.....	2,280
8 male, at.....	2,160
1 male, at.....	2,100
14 male, at.....	2,000
1 female, at.....	2,000
4 male, at.....	1,820
2 male, at.....	1,800
7 female, at.....	1,800
21 male, at.....	1,800
12 female, at.....	1,800
3 male, at.....	1,700
4 female, at.....	1,700
8 male, at.....	1,680
2 female, at.....	1,680
10 male, at.....	1,600
12 female, at.....	1,600
5 male, at.....	1,560
12 female, at.....	1,560
11 male, at.....	1,500
10 female, at.....	1,500
13 male, at.....	1,440
16 female, at.....	1,440
65 male, at.....	1,400
11 female, at.....	1,400
6 male, at.....	1,320
3 female, at.....	1,320
10 male, at.....	1,300
12 female, at.....	1,300
17 male, at.....	1,200
24 female, at.....	1,200
2 male, at.....	1,100
25 female, at.....	1,100
5 male, at.....	1,000
15 female, at.....	1,000
3 male, at.....	800
9 female, at.....	800
1 female, at.....	750
1 female, at.....	550
1 female, at.....	450

* Teachers in charge of annexes.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having more than 250,000 inhabitants—Continued.

Cincinnati, Ohio:		Philadelphia, Pa.—Continued.	
Principals—		Heads of departments—Continued.	
1 male, at.....	\$3,100	1 female, at.....	\$1,800
1 male, at.....	3,000	3 female, at.....	1,700
1 male, at.....	2,600	Teachers—	
Teachers—		43 male, at.....	2,500
3 male, at.....	2,400	3 male, at.....	2,300
17 male, at.....	2,300	3 male, at.....	2,200
4 male, at.....	2,200	7 male, at.....	2,100
2 male, at.....	2,100	11 male, at.....	2,000
5 male, at.....	2,000	2 male, at.....	1,900
9 male, at.....	1,800	5 female, at.....	1,900
3 female, at.....	1,800	22 male, at.....	1,800
4 male, at.....	1,700	2 male, at.....	1,700
1 male, at.....	1,650	28 male, at.....	1,600
2 male, at.....	1,600	1 female, at.....	1,550
1 female, at.....	1,600	25 male, at.....	1,500
6 male, at.....	1,500	31 female, at.....	1,450
1 female, at.....	1,500	19 male, at.....	1,400
4 male, at.....	1,400	15 female, at.....	1,400
6 male, at.....	1,300	8 male, at.....	1,350
6 female, at.....	1,300	9 female, at.....	1,350
1 male, at.....	1,250	13 male, at.....	1,300
2 female, at.....	1,250	29 female, at.....	1,300
2 male, at.....	1,200	13 male, at.....	1,250
3 female, at.....	1,200	37 female, at.....	1,250
2 female, at.....	1,150	19 female, at.....	1,200
2 male, at.....	1,100	9 male, at.....	1,100
8 female, at.....	1,100	20 female, at.....	1,100
1 male, at.....	1,050	27 female, at.....	1,050
6 female, at.....	1,050	8 male, at.....	1,000
2 male, at.....	1,000	24 female, at.....	1,000
8 female, at.....	1,000	1 male, at.....	950
4 female, at.....	950	25 female, at.....	950
1 male, at.....	900	1 male, at.....	850
5 female, at.....	900	1 male, at.....	800
1 male, at.....	850	7 female, at.....	800
1 female, at.....	850	1 female, at.....	750
1 female, at.....	800	3 female, at.....	700
1 female, at.....	750	1 female, at.....	600
1 female, at.....	650	Milwaukee, Wis.:	
14 male, at.....	600	Principals—	
2 female, at.....	600	2 male, at.....	3,000
Philadelphia, Pa.:		1 male, at.....	2,800
Principals—		1 male, at.....	2,700
4 male, at.....	4,500	1 male, at.....	2,500
3 male, at.....	4,000	Vice principals—	
Heads of departments—		2 male, at.....	1,944
22 male, at.....	3,000	Heads of departments—	
3 male, at.....	2,900	10 male, at.....	1,400
2 male, at.....	2,800	2 male, at.....	1,380
3 male, at.....	2,600	2 female, at.....	1,380
8 female, at.....	1,900	40 male, at.....	1,200
2 female, at.....	1,850	99 female, at.....	1,200

Cities having 100,000 and fewer than 250,000 inhabitants.

Oakland, Cal.:		Denver, Colo.:	
Principals—		Principals—	
1 male, at.....	\$3,300	1 male, at.....	\$3,000
2 male, at.....	3,000	1 male, at.....	3,500
Vice principals—		1 male, at.....	3,000
1 male, at.....	2,200	1 male, at.....	2,700
2 male, at.....	2,100	1 male, at.....	2,500
2 male, at.....	2,000	1 male, at.....	2,200
1 female, at.....	2,000	Teachers—	
2 female, at.....	1,800	4 male, at.....	2,100
Teachers—		2 male, at.....	2,000
2 male, at.....	2,100	2 male, at.....	1,900
3 male, at.....	2,000	1 male, at.....	1,800
7 male, at.....	1,800	2 female, at.....	1,800
6 female, at.....	1,800	2 male, at.....	1,700
1 male, at.....	1,680	6 female, at.....	1,700
7 male, at.....	1,500	9 male, at.....	1,600
46 female, at.....	1,500	4 female, at.....	1,600
2 male, at.....	1,380	9 male, at.....	1,500
11 female, at.....	1,380	21 female, at.....	1,500
1 female, at.....	1,280	1 male, at.....	1,438
12 female, at.....	1,200	17 male, at.....	1,400
1 male, at.....	1,140	12 female, at.....	1,400
1 female, at.....	1,140	7 male, at.....	1,300
2 female, at.....	720	22 female, at.....	1,300

1 Assistants.

2 Half time.

TABLE 8. — *Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.**Cities having 100,000 and fewer than 250,000 inhabitants—Continued.*

Denver, Colo.—Continued.		Louisville, Ky.—Continued.	
Teachers—Continued.		Heads of departments—Continued.	
4 male, at.....	\$1,200	1 female, at.....	\$1,500
14 female, at.....	1,200	1 female, at.....	1,400
7 male, at.....	1,100	7 female, at.....	1,300
15 female at.....	1,100	3 male, at.....	950
3 male, at.....	1,000	Teachers—	
11 female, at.....	1,000	3 male, at.....	1,750
1 female, at.....	980	5 male, at.....	1,500
Atlanta, Ga.:		1 male, at.....	1,450
Principals—		2 male, at.....	1,400
2 male, at.....	2,429	1 male, at.....	1,350
1 female, at.....	2,380	4 male, at.....	1,300
1 female, at.....	2,100	6 male, at.....	1,250
Vice principals—		1 female, at.....	1,250
1 female, at.....	1,470	4 male, at.....	1,200
Heads of departments—		7 female, at.....	1,200
9 male, at.....	1,890	2 male, at.....	1,100
1 male, at.....	1,500	9 female, at.....	1,100
3 female, at.....	1,155	3 male, at.....	1,000
1 female, at.....	1,153	3 female, at.....	1,000
Teachers—		1 female, at.....	950
3 male, at.....	1,690	1 male, at.....	900
3 male, at.....	1,575	11 female, at.....	900
4 male, at.....	1,523	1 male, at.....	850
2 male, at.....	1,470	4 female, at.....	850
3 female, at.....	1,155	10 female, at.....	800
1 female, at.....	1,150	4 female, at.....	750
1 female, at.....	1,120	2 female, at.....	650
2 female, at.....	1,050	1 male, at.....	600
4 female, at.....	980	Cambridge, Mass.:	
4 female, at.....	928	Principals—	
8 female, at.....	900	2 male, at.....	3,000
Indianapolis, Ind.:		1 male, at.....	2,250
Principals—		1 male, at.....	2,000
1 male, at.....	3,900	Vice principals—	
1 male, at.....	3,500	1 female, at.....	1,500
Heads of departments—		1 female, at.....	1,350
2 male, at.....	1,900	Heads of departments—	
1 male, at.....	1,750	2 male, at.....	1,900
1 male, at.....	1,700	1 female, at.....	1,100
2 female, at.....	1,700	3 female, at.....	1,000
4 male, at.....	1,600	Teachers—	
2 male, at.....	1,550	1 male, at.....	1,800
2 male, at.....	1,500	9 male, at.....	1,500
2 male, at.....	1,400	5 male, at.....	1,400
1 female, at.....	1,300	1 male, at.....	1,350
1 male, at.....	1,250	2 male, at.....	1,300
1 male, at.....	1,200	3 male, at.....	1,200
1 female, at.....	1,200	1 male, at.....	1,100
1 female, at.....	1,150	1 male, at.....	1,050
Teachers—		2 male, at.....	1,000
3 male, at.....	1,500	24 female, at.....	950
3 male, at.....	1,400	1 male, at.....	900
1 female.....	1,400	6 female, at.....	900
1 male, at.....	1,350	4 female, at.....	850
1 female.....	1,350	6 female, at.....	800
2 male, at.....	1,300	3 female, at.....	750
3 female, at.....	1,300	Fall River, Mass.:	
6 female, at.....	1,250	Principals—	
5 male, at.....	1,200	2 males, at.....	3,000
9 female, at.....	1,200	Vice principals—	
7 male, at.....	1,150	1 male, at.....	2,000
5 female, at.....	1,150	Heads of departments—	
6 male.....	1,100	4 male, at.....	1,800
7 female, at.....	1,100	1 male, at.....	1,700
3 male, at.....	1,050	1 male, at.....	1,600
8 female, at.....	1,050	1 male, at.....	1,500
6 male, at.....	1,000	2 male, at.....	1,400
23 female, at.....	1,000	3 male, at.....	1,300
5 female, at.....	950	4 male, at.....	1,200
3 male, at.....	900	2 female, at.....	1,200
13 female, at.....	900	Teachers—	
2 female, at.....	850	3 female, at.....	1,100
1 female, at.....	800	10 female, at.....	1,000
2 female, at.....	750	1 male, at.....	900
Louisville, Ky. —		1 male, at.....	800
Principals—		3 female, at.....	800
1 male, at.....	3,000	Lowell, Mass.:	
1 male, at.....	1,800	Principals—	
Heads of departments—		1 male, at.....	3,000
13 male, at.....	1,850		

¹ Colored.² 5 colored.³ 2 colored.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

*Cities having 100,000 and fewer than 250,000 inhabitants—Continued.***Lowell, Mass.—Continued.**

Vice principals—	
1 male, at.....	\$2,200
Teachers—	
1 male, at.....	2,000
3 male, at.....	1,500
1 male, at.....	1,300
2 male, at.....	1,000
10 female, at.....	1,000
6 female, at.....	900
1 male, at.....	800
8 female, at.....	800
2 female, at.....	700
5 female, at.....	650

Worcester, Mass.:

Principals—	
3 male, at.....	3,200
1 male, at.....	2,700
Teachers—	
3 male, at.....	2,400
10 male, at.....	2,000
1 male, at.....	1,900
2 male, at.....	1,800
2 male, at.....	1,700
1 male, at.....	1,600
1 male, at.....	1,550
5 male, at.....	1,500
4 male, at.....	1,400
6 male, at.....	1,300
5 male, at.....	1,200
31 female, at.....	1,150
6 female, at.....	1,050
7 female, at.....	1,000
2 female, at.....	950
1 female, at.....	925
2 male, at.....	900
4 female, at.....	900
5 female, at.....	850
1 female, at.....	825
7 female, at.....	800
11 female, at.....	750
2 female, at.....	700
1 female, at.....	600
1 female, at.....	550
2 female, at.....	500

Grand Rapids, Mich.:

Principals—	
1 male, at.....	3,000
1 male, at.....	2,600
1 male, at.....	2,000
Vice principals—	
1 female, at.....	1,900
Heads of departments—	
1 male, at.....	1,650
4 male, at.....	1,500
1 male, at.....	1,400
3 female, at.....	1,400
1 female, at.....	1,300
Teachers—	
1 female, at.....	1,700
3 male, at.....	1,600
1 female, at.....	1,600
2 male, at.....	1,500
1 female, at.....	1,500
1 male, at.....	1,400
2 female, at.....	1,400
2 male, at.....	1,300
5 male, at.....	1,200
21 female, at.....	1,200
6 female, at.....	1,100
2 male, at.....	1,000
6 female, at.....	1,000
1 male, at.....	900
4 female, at.....	900
1 female, at.....	800
1 female, at.....	750
2 male, at.....	700
1 female, at.....	650
1 male, at.....	600
1 female, at.....	600

St. Paul, Minn.:

Principals—	
1 male, at.....	\$3,000
1 male, at.....	2,500
2 male, at.....	2,250
Teachers—	
19 male, at.....	1,500
27 female, at.....	1,500
1 male, at.....	1,450
2 male, at.....	1,409
6 female, at.....	1,400
5 male, at.....	1,300
3 female, at.....	1,300
2 male, at.....	1,200
5 female, at.....	1,200
2 male, at.....	1,150
7 female, at.....	1,150
3 male, at.....	1,100
2 female, at.....	1,100
2 male, at.....	1,050
2 male, at.....	1,000
6 female, at.....	1,000
8 female, at.....	950
2 male, at.....	900
8 female, at.....	900
1 male, at.....	850
7 female, at.....	850
2 female, at.....	800

Paterson, N. J.:

Principals—	
1 male, at.....	3,000
Teachers—	
4 male, at.....	1,700
3 male, at.....	1,500
3 male, at.....	1,400
9 male, at.....	1,300
9 male, at.....	1,200
7 female, at.....	1,200
3 female, at.....	1,100
1 male, at.....	1,000
3 female, at.....	1,000
6 female, at.....	900
4 female, at.....	850
3 female, at.....	800

Albany, N. Y.:

Principals—	
1 male, at.....	3,000
Heads of departments—	
2 male, at.....	2,200
2 male, at.....	2,100
2 male, at.....	1,900
Teachers—	
1 male, at.....	1,900
1 male, at.....	1,700
1 male, at.....	1,600
1 male, at.....	1,500
1 male, at.....	1,350
1 male, at.....	1,250
1 male, at.....	1,200
3 female, at.....	1,000
19 female, at.....	950
1 male, at.....	900
4 female, at.....	850
2 female, at.....	800
8 female, at.....	750

Rochester, N. Y.:

Principals—	
1 male, at.....	3,300
1 male, at.....	2,900
Vice principals—	
2 male, at.....	2,600
Heads of departments—	
3 male, at.....	2,000
1 male, at.....	1,900
1 male, at.....	1,850
1 male, at.....	1,800
3 male, at.....	1,700
4 male, at.....	1,650
2 male, at.....	1,600
2 male, at.....	1,550

¹ Assistant.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 100,000 and fewer than 250,000 inhabitants—Continued.

Rochester, N. Y.—Continued.

Teachers—	
4 male, at.....	\$1,500
1 female, at.....	1,500
2 male, at.....	1,450
1 female, at.....	1,450
2 male, at.....	1,400
3 male, at.....	1,350
2 male, at.....	1,300
2 male, at.....	1,250
4 male, at.....	1,200
7 female, at.....	1,200
3 female, at.....	1,150
7 female, at.....	1,100
20 female, at.....	1,050
12 female, at.....	1,000
5 female, at.....	950
12 female, at.....	900
5 female, at.....	850
7 female, at.....	800

Dayton, Ohio:

Principals—	
2 male, at.....	2,500
1 male, at.....	2,000
Vice principals—	
1 male, at.....	2,000
Teachers—	
16 male, at.....	1,500
19 female, at.....	1,500
1 male, at.....	1,400
2 female, at.....	1,400
3 male, at.....	1,300
3 female, at.....	1,300
4 female, at.....	1,200
2 male, at.....	1,100
2 female, at.....	1,100
3 male, at.....	1,000
3 female, at.....	1,000
1 female, at.....	900

Portland, Oreg.:

Principals—	
2 male, at.....	3,000
Heads of departments—	
14 male, at.....	1,600
7 female, at.....	1,600
Teachers—	
10 male, at.....	1,350
53 female, at.....	1,350
7 male, at.....	1,300
13 female, at.....	1,300
2 male, at.....	1,250
8 female, at.....	1,250
7 female, at.....	1,200
6 female, at.....	1,150

Scranton, Pa.:

Principals—	
1 male, at.....	3,500
1 male, at.....	3,000
Vice principals—	
2 male, at.....	1,800
Heads of departments—	
8 male, at.....	1,500
1 female, at.....	1,500
1 male, at.....	1,400
1 male, at.....	1,350
1 female, at.....	1,350
2 female, at.....	1,300
Teachers—	
2 female, at.....	1,300
7 male, at.....	1,250
17 female, at.....	1,250
2 male, at.....	1,200
2 female, at.....	1,200
4 female, at.....	1,150
2 male, at.....	1,100
3 female, at.....	1,100
2 female, at.....	1,050

Providence, R. I.:

Principals—	
4 male, at.....	3,000
Vice principals—	
1 male, at.....	2,200

¹ Colored.² 1 colored.

Providence, R. I.—Continued.

Teachers—	
3 male, at.....	\$2,200
2 male, at.....	2,100
1 male, at.....	2,000
1 female, at.....	2,000
1 female, at.....	1,900
8 male, at.....	1,800
4 female, at.....	1,800
3 female, at.....	1,700
4 male, at.....	1,600
3 male, at.....	1,500
10 female, at.....	1,500
15 male, at.....	1,400
5 female, at.....	1,400
1 male, at.....	1,350
1 male, at.....	1,300
2 female, at.....	1,300
6 male, at.....	1,200
12 female, at.....	1,200
5 male, at.....	1,100
12 female, at.....	1,100
1 male, at.....	1,050
1 male, at.....	1,000
4 female, at.....	1,000
2 female, at.....	925
2 male, at.....	900
4 female, at.....	900
2 male, at.....	800
4 female, at.....	800
9 female, at.....	700
2 female, at.....	650
1 female, at.....	600
1 male, at.....	550
1 female, at.....	550

Memphis, Tenn.:

Principals—	
1 male, at.....	2,500
1 male, at.....	1,620
Vice principals—	
1 male, at.....	1,800
Heads of departments—	
1 male, at.....	1,800
Teachers—	
9 male, at.....	1,320
10 female, at.....	1,320
5 female, at.....	1,260
2 female, at.....	1,200
1 female, at.....	1,140
1 male, at.....	1,080
6 female, at.....	1,080
2 female, at.....	1,020
12 male, at.....	960
1 male, at.....	900
3 female, at.....	900
1 female, at.....	780
2 female, at.....	720
1 male, at.....	660
1 female, at.....	624
2 female, at.....	600
1 female, at.....	480

Nashville, Tenn.:

Principals—	
1 male, at.....	2,330
1 male, at.....	1,480
Vice principals—	
1 male, at.....	2,080
Heads of departments—	
1 male, at.....	1,780
2 male, at.....	1,580
1 female, at.....	1,580
Teachers—	
1 female, at.....	1,480
4 male, at.....	1,380
1 female, at.....	1,380
1 male, at.....	1,280
1 female, at.....	1,280
3 male, at.....	1,180
6 female, at.....	1,180
1 male, at.....	1,080
6 female, at.....	1,080
2 male, at.....	980
2 female, at.....	880

³ Also secretary to faculty.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 100,000 and fewer than 250,000 inhabitants—Continued.

Richmond, Va.:		Richmond, Va.—Continued.	
Principals—		Teachers—Continued.	
1 male, at.....	\$2,700	4 female, at.....	\$1,100
1 male, at.....	2,250	1 male, at.....	1,020
Vice principals—		2 female, at.....	1,020
1 male, at.....	1,800		
1 female, at.....	900		
Heads of departments—		Spokane, Wash.:	
1 male, at.....	2,010	Principals—	
17 male, at.....	1,710	1 male, at.....	3,250
2 female, at.....	1,710	1 male, at.....	3,000
4 male, at.....	1,560	Vice principals—	
2 female, at.....	1,560	1 male, at.....	2,000
Teachers—		Heads of departments—	
4 male, at.....	1,710	4 male, at.....	1,700
1 male, at.....	1,670	6 male, at.....	1,600
2 male, at.....	1,620	1 male, at.....	1,500
2 female, at.....	1,560	3 female, at.....	1,500
1 male, at.....	1,580	1 male, at.....	1,400
1 female, at.....	1,560	Teachers—	
1 male, at.....	1,490	5 male, at.....	1,600
37 male, at.....	1,470	9 male, at.....	1,500
80 female, at.....	1,470	2 female, at.....	1,500
1 male, at.....	1,440	2 male, at.....	1,400
1 male, at.....	1,400	1 male, at.....	1,350
10 male, at.....	1,380	11 male, at.....	1,300
12 female, at.....	1,380	29 female, at.....	1,300
1 male, at.....	1,350	1 male, at.....	1,250
4 male, at.....	1,290	4 male, at.....	1,200
5 female, at.....	1,290	10 female, at.....	1,200
11 male, at.....	1,200	1 male, at.....	1,100
11 female, at.....	1,200	2 female, at.....	1,100
		3 female, at.....	1,000

Cities having 50,000 and fewer than 100,000 inhabitants.

Waterbury, Conn.:		East St. Louis, Ill.—Continued.	
Principals—		Teachers—Continued.	
1 male, at.....	\$2,950	15 female, at.....	\$390
Vice principals—		1 female, at.....	800
1 male, at.....	2,000	1 female, at.....	750
Heads of departments—		2 female, at.....	650
1 male, at.....	1,900	2 female, at.....	600
2 male, at.....	1,700		
1 male, at.....	1,250	Springfield, Ill.:	
1 female, at.....	1,200	Principals—	
Teachers—		1 male, at.....	2,900
1 male, at.....	1,400	Heads of departments—	
2 male, at.....	1,300	1 female, at.....	1,400
1 male, at.....	1,250	1 male, at.....	1,300
1 male, at.....	1,200	Teachers—	
7 female, at.....	1,100	5 male, at.....	1,400
1 female, at.....	1,050	1 male, at.....	1,300
1 male, at.....	1,000	1 male, at.....	1,200
5 female, at.....	1,000	2 female, at.....	1,200
1 male, at.....	950	1 male, at.....	1,100
3 female, at.....	950	4 female, at.....	1,100
1 female, at.....	900	1 male, at.....	1,050
1 female, at.....	850	2 female, at.....	1,050
1 female, at.....	800	1 male, at.....	1,000
2 female, at.....	750	4 female, at.....	1,000
Savannah, Ga.:		1 male, at.....	950
Principals—		1 female, at.....	950
1 male, at.....	2,750	1 female, at.....	900
Heads of departments—		6 female, at.....	850
5 male, at.....	2,000	1 male, at.....	800
Teachers—		2 female, at.....	800
3 male, at.....	1,800	1 female, at.....	750
2 male, at.....	1,500	Evansville, Ind.:	
4 female, at.....	1,200	Principals—	
East St. Louis, Ill.:		1 male, at.....	2,750
Principals—		1 male, at.....	1,150
1 male, at.....	2,000	Teachers—	
Teachers—		1 male, at.....	1,800
3 male, at.....	1,600	4 male, at.....	1,400
1 male, at.....	1,350	4 female, at.....	1,400
2 male, at.....	1,200	2 male, at.....	1,300
4 female, at.....	1,200	1 male, at.....	1,115
1 male, at.....	1,150	4 male, at.....	1,110
1 female, at.....	1,125	15 female, at.....	1,110
1 male, at.....	1,100	6 male, at.....	1,000
1 male, at.....	1,060	4 female, at.....	1,000
2 female, at.....	945	1 female, at.....	900
		2 female, at.....	850

1 colored.

1 Colored.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 50,000 and fewer than 100,000 inhabitants—Continued.

Evansville, Ind.—Continued.

Teachers—Continued.

12 male, at.....	\$800
11 female, at.....	800
10 female, at.....	750
2 female, at.....	700

Fort Wayne, Ind.:

Principals—

1 male, at.....	2,500
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Teachers—

1 male, at.....	1,600
1 male, at.....	1,550
5 male, at.....	1,500
1 male, at.....	1,450
2 male, at.....	1,350
1 male, at.....	1,300
1 female, at.....	1,300
4 male, at.....	1,200
1 female, at.....	1,200
1 male, at.....	1,100
7 female, at.....	1,100
1 female, at.....	1,050
1 male, at.....	1,000
5 female, at.....	1,000
2 female, at.....	950
1 male, at.....	900
1 female, at.....	750
1 male, at.....	500

South Bend, Ind.:

Principals—

1 male, at.....	3,000
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Vice principals—

1 male, at.....	1,800
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Teachers—

1 male, at.....	1,500
1 male, at.....	1,290
2 female, at.....	1,290
1 male, at.....	1,200
1 female, at.....	1,170
2 female, at.....	1,035
2 male, at.....	1,000
3 female, at.....	1,000
1 male, at.....	945
3 male, at.....	935
2 female, at.....	935
2 male, at.....	900
1 male, at.....	855
1 female, at.....	855
3 female, at.....	810
1 male, at.....	720
1 female, at.....	495

Terre Haute, Ind.:

Principals—

1 male, at.....	1,700
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Vice principals—

1 male, at.....	1,600
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Heads of departments—

1 male, at.....	1,200
4 female, at.....	1,200
1 male, at.....	1,080
1 female, at.....	1,080
3 female, at.....	1,040
1 female, at.....	900
1 female, at.....	700

Teachers—

1 male, at.....	1,160
2 female, at.....	1,040
2 male, at.....	1,000
7 female, at.....	1,000
1 male, at.....	980
2 female, at.....	980
1 male, at.....	960
4 female, at.....	920
6 female, at.....	840
4 female, at.....	800

Des Moines, Iowa:

Principals—

1 male, at.....	3,000
1 male, at.....	2,440
1 female, at.....	2,440

¹ Colored.² 3 colored.

Des Moines, Iowa—Continued.

Heads of departments—

1 male, at.....	\$2,000
1 male, at.....	1,600

Teachers—

3 male, at.....	1,400
12 female, at.....	1,400
2 female, at.....	1,350
2 male, at.....	1,300
1 female, at.....	1,300
5 male, at.....	1,250
8 female, at.....	1,250
7 male, at.....	1,200
1 male, at.....	1,150
4 female, at.....	1,150
3 male, at.....	1,100
9 female, at.....	1,100
2 male, at.....	1,050
8 female, at.....	1,050
1 male, at.....	1,000
10 female, at.....	1,000
2 female, at.....	950
5 female, at.....	900
1 female, at.....	850
1 female, at.....	800

Kansas City, Kans.:

Principals—

1 male, at.....	2,600
12 male, at.....	1,700

Teachers—

1 male, at.....	1,530
2 male, at.....	1,502
2 male, at.....	1,368
12 male, at.....	1,350
2 female, at.....	1,350
1 male, at.....	1,278
4 male, at.....	1,260
6 female, at.....	1,260
1 male, at.....	1,170
2 female, at.....	1,170
4 male, at.....	1,125
12 male, at.....	1,080
5 female, at.....	1,080
1 male, at.....	1,035
4 female, at.....	1,035
11 male, at.....	990
2 male, at.....	990
12 male, at.....	945
6 female, at.....	945
3 male, at.....	900
2 female, at.....	900
1 male, at.....	855
1 female, at.....	855
12 female, at.....	810
1 female, at.....	765
1 female, at.....	630
1 female, at.....	585

Wichita, Kans.:

Principals—

1 male, at.....	2,500
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Teachers—

1 male, at.....	1,400
5 male, at.....	1,200
1 female, at.....	1,200
1 female, at.....	1,100
1 male, at.....	1,080
7 male, at.....	1,000
3 female, at.....	1,000
2 male, at.....	900
9 female, at.....	900
1 female, at.....	855
1 female, at.....	845
5 female, at.....	810
2 female, at.....	765
3 female, at.....	720

Covington, Ky.:

Principals—

1 male, at.....	2,000
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Teachers—

1 female, at.....	1,400
1 female, at.....	1,350

² 2 colored.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 50,000 and fewer than 100,000 inhabitants—Continued.

Covington, Ky.—Continued.		New Bedford, Mass.—Continued.	
Teachers—Continued.		Heads of departments—	
1 female, at.....	\$1,300	2 male, at.....	\$1,800
2 female, at.....	1,200	Teachers—	
6 female, at.....	1,000	2 male, at.....	1,700
1 female, at.....	850	2 male, at.....	1,300
1 female, at.....	800	1 male, at.....	1,200
1 female, at.....	750	1 female, at.....	1,200
Brockton, Mass.:		1 male, at.....	1,100
Principals—		11 female, at.....	1,100
1 male, at.....	3,500	2 female, at.....	1,050
Vice principals—		1 male, at.....	1,000
1 male, at.....	2,000	2 female, at.....	1,000
Holyoke, Mass.:		1 female, at.....	950
Principals—		1 female, at.....	900
1 male, at.....	3,000	2 female, at.....	800
Vice principals—		1 male, at.....	400
1 male, at.....	1,900	Somerville, Mass.:	
Heads of departments—		Principals—	
3 male, at.....	1,800	1 male, at.....	3,200
1 male, at.....	1,400	Vice principals—	
1 female, at.....	1,300	3 male, at.....	2,000
1 female, at.....	1,200	Heads of departments—	
Teachers—		2 male, at.....	1,800
1 male, at.....	1,500	2 male, at.....	1,700
1 male, at.....	1,300	Teachers—	
1 male, at.....	1,200	4 male, at.....	1,700
1 female, at.....	1,200	1 male, at.....	1,600
1 male, at.....	1,100	3 male, at.....	1,500
1 male, at.....	1,000	2 male, at.....	1,400
1 female, at.....	1,000	3 female, at.....	1,200
10 female, at.....	950	3 male, at.....	1,100
2 male, at.....	900	13 female, at.....	1,000
3 female, at.....	850	18 female, at.....	900
1 female, at.....	800	3 female, at.....	850
2 female, at.....	700	3 female, at.....	800
Lawrence, Mass.:		2 female, at.....	750
Principals—		2 female, at.....	700
1 male, at.....	3,000	2 female, at.....	600
Vice principals—		Springfield, Mass.:	
1 male, at.....	2,200	Principals—	
Teachers—		1 male, at.....	3,500
1 male, at.....	2,000	1 male, at.....	3,200
1 male, at.....	1,800	1 male, at.....	2,700
1 male, at.....	1,500	Heads of departments—	
5 female, at.....	1,200	1 male, at.....	2,400
1 female, at.....	1,100	1 male, at.....	2,200
8 female, at.....	1,000	2 male, at.....	2,100
1 male, at.....	900	3 male, at.....	2,000
1 female, at.....	900	2 male, at.....	1,800
2 male, at.....	800	2 male, at.....	1,700
3 female, at.....	800	1 female, at.....	1,600
2 male, at.....	700	2 female, at.....	1,300
1 female, at.....	700	Teachers—	
3 female, at.....	650	1 male, at.....	1,900
1 male, at.....	600	2 male, at.....	1,700
1 female, at.....	600	1 male, at.....	1,600
Lynn, Mass.:		3 male, at.....	1,500
Principals—		3 male, at.....	1,400
2 male, at.....	2,700	2 male, at.....	1,300
Vice principals—		2 female, at.....	1,300
1 male, at.....	1,900	6 female, at.....	1,200
9 male, at.....	1,700	3 female, at.....	1,100
1 male, at.....	1,600	1 male, at.....	1,050
1 male, at.....	1,500	5 female, at.....	1,050
2 male, at.....	1,400	10 female, at.....	1,000
Teachers—		1 male, at.....	950
3 female, at.....	1,200	6 female, at.....	950
23 female, at.....	1,100	8 female, at.....	900
3 female, at.....	1,000	3 female, at.....	850
1 female, at.....	900	2 female, at.....	750
2 female, at.....	800	1 female, at.....	450
2 female, at.....	750	1 female, at.....	400
1 female, at.....	741	Saginaw, Mich.:	
1 male, at.....	700	East side—	
1 female, at.....	650	Principals—	
New Bedford, Mass.:		1 male, at.....	2,200
Principals—		Teachers—	
1 male, at.....	2,700	1 male, at.....	1,400
Vice principals—		1 male, at.....	1,350
1 male, at.....	2,000	1 male, at.....	1,250

¹ Colored.² Also physical director.³ Part time.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 50,000 and fewer than 100,000 inhabitants—Continued.

Saginaw, Mich.—Continued.

East side—Continued.

Teachers—Continued.

2 male, at.....	\$1,200
2 male, at.....	1,150
3 female, at.....	1,000
3 female, at.....	900
5 female, at.....	850
6 female, at.....	800
3 female, at.....	750
1 male, at.....	700
2 female, at.....	700
2 female, at.....	650
4 female, at.....	600

West side—

Principals—

1 male, at.....	1,400
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Teachers—

2 male, at.....	1,100
1 male, at.....	1,025
1 female, at.....	950
1 female, at.....	900
1 female, at.....	875
2 female, at.....	850
2 female, at.....	825
2 female, at.....	700
2 female, at.....	650

Duluth, Minn.:

Principals—

1 male, at.....	3,000
1 male, at.....	2,350

Teachers—

1 male, at.....	1,700
2 male, at.....	1,600
1 male, at.....	1,550
2 male, at.....	1,400
3 male, at.....	1,350
1 female, at.....	1,350
2 male, at.....	1,300
1 female, at.....	1,300
5 male, at.....	1,250
1 female, at.....	1,250
2 male, at.....	1,200
3 male, at.....	1,150
4 female, at.....	1,100
3 male, at.....	1,000
3 female, at.....	1,000
2 female, at.....	950
5 female, at.....	900
1 female, at.....	875
3 female, at.....	850
1 female, at.....	825
4 female, at.....	800
1 male, at.....	750
2 female, at.....	750
2 female, at.....	700
1 female, at.....	650

St. Joseph, Mo.:

Principals—

1 male, at.....	2,500
1 male, at.....	1,650
1 male, at.....	1,300

Vice principals—

1 male, at.....	1,350
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Heads of departments—

1 male, at.....	1,350
1 male, at.....	1,305
1 male, at.....	1,215
1 female, at.....	1,215
1 female, at.....	1,125

Teachers—

1 male, at.....	1,485
4 male, at.....	1,215
2 male, at.....	1,125
2 female, at.....	1,125
1 female, at.....	1,080
2 male, at.....	1,035
9 female, at.....	1,035
1 male, at.....	990
10 female, at.....	945
5 female, at.....	900

1 Colored.

St. Joseph, Mo.—Continued.

Teachers—Continued.

2 female, at.....	\$855
1 female, at.....	765
3 female, at.....	720
1 female, at.....	702
2 female, at.....	630
1 female, at.....	450
1 female, at.....	180

Manchester, N. H.:

Principals—

1 male, at.....	2,400
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Vice principals—

1 male, at.....	2,000
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Heads of departments—

2 male, at.....	1,400
1 male, at.....	1,300
4 female, at.....	1,000

Teachers—

2 male, at.....	1,000
14 female, at.....	800

Bayonne, N. J.:

Principals—

1 male, at.....	3,000
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Vice principals—

1 male, at.....	2,100
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Teachers—

5 male, at.....	1,800
1 male, at.....	1,700
1 male, at.....	1,600
1 male, at.....	1,580
2 female, at.....	1,300
1 female, at.....	1,240
2 female, at.....	1,220
1 male, at.....	1,200
1 female, at.....	1,160
1 female, at.....	1,120
1 female, at.....	1,100
2 female, at.....	1,060
1 male, at.....	1,000
1 female, at.....	1,000
1 female, at.....	960
1 female, at.....	910
1 female, at.....	820

Elizabeth, N. J.:

Principals—

1 male, at.....	3,000
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Vice principals—

1 female, at.....	1,400
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Teachers—

4 male, at.....	1,400
2 male, at.....	1,300
8 female, at.....	1,100
2 female, at.....	1,050
1 female, at.....	950
1 female, at.....	900
1 female, at.....	800
3 female, at.....	750
2 female, at.....	700
2 female, at.....	650

Hoboken, N. J.:

Principals—

1 male, at.....	3,500
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Teachers—

4 male, at.....	1,900
1 female, at.....	1,900
1 male, at.....	1,800
1 male, at.....	1,700
5 female, at.....	1,700
4 male, at.....	1,500
2 female, at.....	1,400
1 female, at.....	1,300
1 female, at.....	1,100
1 female, at.....	1,048
1 female, at.....	1,000
1 female, at.....	840

Passaic, N. J.:

Principals—

1 male, at.....	2,800
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Vice principals—

1 male, at.....	2,200
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2 colored.

TABLE 8.—*Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.**Cities having 50,000 and fewer than 100,000 inhabitants—Continued.***Passaic, N. J.—Continued.**

Teachers—	
1 male, at.....	\$1,700
1 male, at.....	1,550
1 male, at.....	1,500
2 male, at.....	1,450
5 female, at.....	1,150
3 female, at.....	1,100
2 female, at.....	1,050
4 female, at.....	1,000
3 female, at.....	950
2 female, at.....	900

Trenton, N. J.:

Principals—	
1 male, at.....	3,300
Vice principals—	
1 female, at.....	1,600
Teachers—	
3 male, at.....	2,000
1 male, at.....	1,900
1 male, at.....	1,650
2 male, at.....	1,600
3 male, at.....	1,400
1 male, at.....	1,350
1 male, at.....	1,300
2 female, at.....	1,300
2 male, at.....	1,200
1 female, at.....	1,200
2 male, at.....	1,100
1 male, at.....	1,050
4 female, at.....	1,050
1 male, at.....	1,000
2 female, at.....	1,000
1 female, at.....	950
1 female, at.....	900
1 male, at.....	850
1 female, at.....	850
1 female, at.....	800
1 female, at.....	650
1 female, at.....	600
1 female, at.....	500

Schenectady, N. Y.:

Principals—	
1 male, at.....	3,100
Heads of departments—	
1 male, at.....	1,800
1 male, at.....	1,600
1 male, at.....	1,450
1 male, at.....	1,400
1 male, at.....	1,300
2 female, at.....	1,250
1 female, at.....	1,200
1 female, at.....	1,150
1 female, at.....	1,100
Teachers—	
1 male, at.....	1,400
2 male, at.....	1,200
1 male, at.....	1,000
8 female, at.....	950
1 female, at.....	875
1 female, at.....	850
1 male, at.....	800
5 female, at.....	800
8 female, at.....	750
3 female, at.....	700
1 female, at.....	650
1 female, at.....	500
1 female, at.....	420
1 female, at.....	285

Troy, N. Y.:

Principals—	
1 male, at.....	2,500
Vice principals—	
1 male, at.....	1,600
Heads of departments—	
6 male, at.....	1,600
Teachers—	
1 male, at.....	1,500
17 female, at.....	850
1 female, at.....	800
1 female, at.....	650

Utica, N. Y.:

Principals—	
1 male, at.....	\$3,000
Vice principals—	
1 male, at.....	1,600
Teachers—	
1 male, at.....	1,800
5 male, at.....	1,600
2 male, at.....	1,550
2 male, at.....	1,500
2 male, at.....	1,400
2 male, at.....	1,350
2 male, at.....	1,200
11 female, at.....	1,200
16 female, at.....	900
7 female, at.....	850
5 female, at.....	800

Canton, Ohio:

Principals—	
1 male, at.....	2,000
1 male, at.....	1,300
Teachers—	
1 male, at.....	1,300
3 male, at.....	1,250
2 male, at.....	1,200
5 female, at.....	1,200
3 male, at.....	1,150
1 female, at.....	1,150
1 male, at.....	1,100
1 female, at.....	1,050
4 male, at.....	1,000
1 female, at.....	1,000
3 female, at.....	950
2 female, at.....	900
3 female, at.....	850
5 female, at.....	800

Youngstown, Ohio:

Principals—	
2 male, at.....	3,000
Vice principals—	
2 male, at.....	1,900
Teachers—	
8 male, at.....	1,600
3 male, at.....	1,550
4 male, at.....	1,500
4 male, at.....	1,400
1 female, at.....	1,400
10 female, at.....	1,300
1 male, at.....	1,200
2 female, at.....	1,200
3 female, at.....	1,100
1 male, at.....	1,000
2 female, at.....	1,000

Allentown, Pa.:

Principals—	
1 male, at.....	2,000
Teachers—	
12 male, at.....	* 1,111
5 female, at.....	* 888

Altoona, Pa.:

Principals—	
1 male, at.....	2,000
Vice principals—	
1 male, at.....	1,143
Heads of departments—	
1 female, at.....	1,200
1 male, at.....	1,125
1 male, at.....	1,100
4 female, at.....	1,000

Teachers—	
1 male, at.....	1,125
8 female, at.....	900
1 male, at.....	855
3 female, at.....	810
2 female, at.....	720

Harrisburg, Pa.:

Principals—	
1 male, at.....	3,000
1 male, at.....	2,300

* Part time.

* Average.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 50,000 and fewer than 100,000 inhabitants—Continued.

Harrisburg, Pa.—Continued.		Charleston, S. C.—Continued.	
Teachers—		Teachers—	
1 male, at.....	\$1,860	6 female, at.....	\$750
1 male, at.....	1,700	4 female, at.....	675
1 male, at.....	1,620	3 female, at.....	600
1 male, at.....	1,500	1 female, at.....	550
1 male, at.....	1,400		
5 male, at.....	1,250	Dallas, Tex.:—	
5 male, at.....	1,200	Principals—	
2 female, at.....	1,200	1 male, at.....	2,400
3 male, at.....	1,150	1 male, at.....	1,800
1 female, at.....	1,150	1 male, at.....	990
5 male, at.....	1,100	Teachers—	
3 female, at.....	1,100	1 male, at.....	1,790
1 male, at.....	1,050	5 male, at.....	1,600
1 female, at.....	1,050	3 female, at.....	1,600
2 male, at.....	1,000	2 male, at.....	1,500
3 female, at.....	1,000	1 female, at.....	1,500
3 female, at.....	950	5 male, at.....	1,400
2 female, at.....	750	1 female, at.....	1,400
		2 male, at.....	1,300
		3 female, at.....	1,300
		1 male, at.....	1,200
		6 female, at.....	1,100
		2 male, at.....	1,050
		13 female, at.....	1,050
		6 male, at.....	1,000
		4 female, at.....	1,000
		1 female, at.....	855
		1 male, at.....	810
		5 male, at.....	720
		1 male, at.....	675
		2 female, at.....	675
		1 female, at.....	450
		Houston, Tex.:—	
		Principals—	
		1 male, at.....	2,400
		Heads of departments—	
		3 male, at.....	1,400
		1 female, at.....	1,400
		Teachers—	
		1 male, at.....	1,200
		6 male, at.....	1,100
		2 female, at.....	1,100
		5 male, at.....	1,000
		11 female, at.....	1,000
		2 male, at.....	900
		10 female, at.....	900
		San Antonio, Tex.:—	
		Vice principals—	
		1 male, at.....	1,602
		Heads of departments—	
		3 male, at.....	1,332
		5 female, at.....	1,332
		Teachers—	
		3 male, at.....	1,242
		7 female, at.....	1,242
		4 female, at.....	1,152
		4 male, at.....	1,062
		1 female, at.....	1,062
		1 male, at.....	972
		23 female, at.....	972
		1 female, at.....	846
		Salt Lake City, Utah:—	
		Principals—	
		1 male, at.....	3,600
		Vice principals—	
		2 male, at.....	2,100
		Heads of departments—	
		1 male, at.....	2,375
		1 male, at.....	1,600
		1 female, at.....	1,600
		1 female, at.....	1,550
		1 female, at.....	1,350
		Teachers—	
		1 male, at.....	1,350
		2 female, at.....	1,350
		1 male, at.....	1,300
		4 male, at.....	1,260
		5 female, at.....	1,260
		2 male, at.....	1,200

¹ High and normal schools.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 50,000 and fewer than 100,000 inhabitants—Continued.

Salt Lake City, Utah—Continued.

Teachers—Continued.

1 male, at.....	\$1,190
8 female, at.....	1,190
1 male, at.....	1,150
3 female, at.....	1,150
4 male, at.....	1,130
3 female, at.....	1,130
2 female, at.....	1,100
1 female, at.....	1,080
4 female, at.....	1,070
1 male, at.....	1,050
2 male, at.....	1,000
2 female, at.....	1,000
1 female, at.....	950
3 female, at.....	900
1 female, at.....	890
3 female, at.....	850
1 male, at.....	800
4 female, at.....	800
1 female, at.....	650
1 female, at.....	540

Tacoma, Wash.:

Principals—

1 male, at.....	2,500
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Tacoma, Wash.—Continued.

Vice principals—

1 male, at.....	\$1,900
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Teachers—

1 male, at.....	1,700
1 male, at.....	1,650
1 male, at.....	1,600
3 male, at.....	1,500
1 male, at.....	1,470
12 male, at.....	1,350
4 female, at.....	1,350
1 male, at.....	1,290
2 male, at.....	1,230
24 female, at.....	1,230
2 male, at.....	1,200
2 male, at.....	1,170
1 female, at.....	1,170
3 male, at.....	1,110
6 female, at.....	1,110
1 male, at.....	1,020
1 female, at.....	990
1 female, at.....	910
1 male, at.....	870
2 female, at.....	870

Cities having 25,000 and fewer than 50,000 inhabitants.

Berkeley, Cal.:

Principals—

1 male, at.....	\$3,000
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Heads of departments—

3 male, at.....	1,900
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2 female, at.....	1,800
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Teachers—

1 male, at.....	1,600
3 male, at.....	1,560
1 female, at.....	1,560
10 male, at.....	1,500
26 female, at.....	1,500
1 male, at.....	1,320
2 female, at.....	1,320
4 female, at.....	1,300
1 female, at.....	1,200
1 female, at.....	1,140

Pasadena, Cal.:

Principals—

1 male, at.....	3,000
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Vice principals—

2 male, at.....	2,100
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1 female, at.....	2,100
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Heads of departments—

1 male, at.....	1,800
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4 male, at.....	1,700
-----------------	-------

1 female, at.....	1,700
-------------------	-------

1 female, at.....	1,500
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Teachers—

1 male, at.....	1,800
1 female, at.....	1,600
7 male, at.....	1,500
15 female, at.....	1,500
3 male, at.....	1,400
7 female, at.....	1,400
3 male, at.....	1,300
11 female, at.....	1,300
2 male, at.....	1,200
8 female, at.....	1,200
2 female, at.....	1,100
1 female, at.....	975

Sacramento, Cal.:

Principals—

1 male, at.....	3,300
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Vice principals—

1 female, at.....	2,100
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1 male, at.....	2,000
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Teachers—

2 male, at.....	1,680
8 female, at.....	1,680
6 male, at.....	1,560
7 female, at.....	1,560
4 male, at.....	1,500
1 female, at.....	1,500

Sacramento, Cal.—Continued.

Teachers—Continued.

3 male, at.....	\$1,440
1 female, at.....	1,440
1 male, at.....	1,320
6 female, at.....	1,320

San Diego, Cal.:

Principals—

1 male, at.....	2,700
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Vice principals—

1 male, at.....	2,208
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Teachers—

1 male, at.....	2,004
1 female, at.....	1,732
5 male, at.....	1,644
2 female, at.....	1,644
5 male, at.....	1,500
8 female, at.....	1,500
12 male, at.....	1,416
19 female, at.....	1,416

San Jose, Cal.:

Principals—

1 male, at.....	3,300
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Vice principals—

1 male, at.....	2,000
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1 female, at.....	1,600
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Colorado Springs, Colo.:

Teachers—

1 male, at.....	1,470
1 male, at.....	1,400
4 female, at.....	1,400
5 male, at.....	1,392
1 female, at.....	1,356
1 male, at.....	1,348
5 female, at.....	1,344
1 male, at.....	1,248
3 female, at.....	1,248
1 male, at.....	1,200
1 female, at.....	1,200
1 female, at.....	1,194
2 female, at.....	1,176
1 female, at.....	1,092
1 female, at.....	1,000
1 female, at.....	990
1 female, at.....	750

Pueblo, Colo.:

District No. 1:

Principals—

1 male, at.....	2,200
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Heads of departments—

1 male, at.....	1,600
1 male, at.....	1,540
1 male, at.....	1,300
1 female, at.....	1,300

¹ Part time.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 25,000 and fewer than 50,000 inhabitants—Continued.

Pueblo, Colo.—Continued.		Aurora, Ill.—Continued.	
District No. 1—Continued.		West side—Continued.	
Teachers—		Teachers—	
2 male, at.....	\$1,600	1 male, at.....	\$1,200
2 male, at.....	1,400	1 female, at.....	1,150
1 male, at.....	1,300	1 female, at.....	1,100
1 male, at.....	1,200	1 male, at.....	1,000
1 female, at.....	1,200	2 female, at.....	1,000
2 female, at.....	1,100	2 female, at.....	900
1 female, at.....	1,050	1 female, at.....	800
2 female, at.....	950	1 female, at.....	650
1 female, at.....	900		
1 female, at.....	850	Danville, Ill.:	
1 female, at.....	800	Principals—	
1 female, at.....	750	1 male, at.....	2,100
District No. 2:		Teachers—	
Principals—		1 male, at.....	1,200
1 male, at.....	2,200	3 male, at.....	1,000
Vice principals—		4 female, at.....	1,000
1 male, at.....	1,500	3 female, at.....	875
Teachers—		2 female, at.....	825
1 male, at.....	1,200	3 female, at.....	750
1 male, at.....	1,050		
4 female, at.....	950	Decatur, Ill.:	
1 female, at.....	900	Principals—	
1 female, at.....	850	1 male, at.....	1,850
7 female, at.....	800	1 female, at.....	830
1 female, at.....	650	1 female, at.....	815
1 female, at.....	600	Vice principals—	
2 female, at.....	440	4 female, at.....	285
New Britain, Conn.:		Teachers—	
Principals—		1 male, at.....	1,850
1 male, at.....	3,200	1 male, at.....	1,350
Teachers—		1 male, at.....	1,100
1 male, at.....	1,600	3 male, at.....	1,000
1 male, at.....	1,500	1 female, at.....	985
1 male, at.....	1,300	2 male, at.....	950
1 female, at.....	950	1 female, at.....	900
4 female, at.....	900	1 female, at.....	850
2 female, at.....	850	3 female, at.....	840
2 female, at.....	800	8 female, at.....	810
3 female, at.....	750	1 female, at.....	770
3 female, at.....	700	1 female, at.....	730
2 female, at.....	650	2 female, at.....	720
		1 female, at.....	690
		1 female, at.....	650
Tampa, Fla.:		Rockford, Ill.:	
Principals—		Principals—	
1 male, at.....	2,100	1 male, at.....	3,000
1 female, at.....	525	Vice principals—	
Teachers—		1 female, at.....	1,200
1 male, at.....	1,200	Teachers—	
10 female, at.....	674	1 male, at.....	1,600
Augusta, Ga.:		1 male, at.....	1,500
Principals—		1 male, at.....	1,300
1 male, at.....	2,400	2 male, at.....	1,250
1 male, at.....	2,200	1 male, at.....	1,200
Teachers—		1 male, at.....	1,150
6 males, at.....	1,500	3 male, at.....	1,100
9 female, at.....	900	1 male, at.....	1,050
Macon, Ga.:		8 male, at.....	1,000
Principals—		4 male, at.....	950
1 male, at.....	2,500	7 male, at.....	900
Teachers—		6 male, at.....	850
14 female, at.....	810	5 male, at.....	800
Aurora, Ill.,		4 male, at.....	750
East side:		3 male, at.....	700
Principals—		Cedar Rapids, Iowa:	
1 male, at.....	2,500	Principals—	
Teachers—		1 female, at.....	2,000
1 male, at.....	1,300	Teachers—	
1 male, at.....	1,200	1 female, at.....	1,300
3 female, at.....	1,000	1 male, at.....	1,100
2 female, at.....	950	2 female, at.....	1,100
2 male, at.....	900	2 male, at.....	1,000
2 female, at.....	900	5 female, at.....	1,000
4 female, at.....	850	4 female, at.....	950
1 male, at.....	800	1 female, at.....	900
3 female, at.....	800	2 female, at.....	855
1 female, at.....	700	3 female, at.....	810
1 female, at.....	600	1 female, at.....	800
West side:		3 female, at.....	765
Principals—		2 female, at.....	700
1 male, at.....	1,600	1 female, at.....	675

1 Colored.

2 Average.

3 Part time.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 25,000 and fewer than 50,000 inhabitants—Continued.

Cedar Rapids, Iowa—Continued.

Teachers—Continued.

1 female, at.....	\$675
1 female, at.....	630
1 female, at.....	600
1 female, at.....	585
1 female, at.....	540
1 female, at.....	450

Clinton, Iowa:

Principals—

1 female, at.....	1,600
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Teachers—

1 male, at.....	1,200
1 male, at.....	1,050
1 male, at.....	1,000
2 female, at.....	1,000
1 female, at.....	950
2 male, at.....	900
1 female, at.....	900
2 female, at.....	855
1 female, at.....	808
1 female, at.....	760
2 female, at.....	713

Dubuque, Iowa:

Principals—

1 male, at.....	1,800
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Teachers—

1 male, at.....	1,200
1 male, at.....	1,050
1 male, at.....	1,000
1 male, at.....	900
5 female, at.....	900
1 male, at.....	850
1 female, at.....	850
1 male, at.....	800
2 female, at.....	700
3 female, at.....	650

Sioux City, Iowa:

Principals—

1 male, at.....	2,600
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Teachers—

1 male, at.....	1,100
4 males, at.....	1,000
1 female, at.....	1,000
4 male, at.....	975
1 female, at.....	975
1 male, at.....	950
3 female, at.....	950
2 female, at.....	925
3 male, at.....	900
9 female, at.....	900
1 female, at.....	875
2 female, at.....	850
1 female, at.....	800
1 female, at.....	765
2 female, at.....	720

Waterloo, Iowa, east:

Principals—

1 male, at.....	1,500
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Teachers—

1 male, at.....	1,350
1 male, at.....	1,050
1 male, at.....	1,035
1 male, at.....	990
1 female, at.....	950
1 male, at.....	900
2 female, at.....	900
1 female, at.....	855
1 female, at.....	788
4 female, at.....	765

Topeka, Kans.:

Principals—

1 male, at.....	2,250
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Vice principals—

1 male, at.....	1,500
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Teachers—

1 female, at.....	1,300
1 male, at.....	1,400
1 male, at.....	1,325
1 male, at.....	1,250
7 males, at.....	1,200
1 female, at.....	1,200

Topeka, Kans.—Continued.

Teachers—Continued.

2 female, at.....	\$1,000
4 female, at.....	945
3 female, at.....	900
1 male, at.....	845
6 female, at.....	845
1 male, at.....	810
4 female, at.....	810
2 female, at.....	765
1 female, at.....	720
2 female, at.....	675

Newport, Ky.:

Principals—

1 male, at.....	1,700
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Vice principals—

1 male, at.....	1,300
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Teachers—

3 male, at.....	1,200
5 female, at.....	950
1 male, at.....	850

Lewiston, Me.:

Principals—

1 male, at.....	1,800
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Vice principals—

1 male, at.....	1,000
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Teachers—

1 female, at.....	800
5 female, at.....	700
2 female, at.....	650
2 female, at.....	550

Chelsea, Mass.:

Principals—

1 male, at.....	2,300
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Vice principals—

1 male, at.....	1,300
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Heads of departments—

1 male, at.....	1,800
1 male, at.....	1,300

Teachers—

8 female, at.....	1,000
1 female, at.....	950
2 female, at.....	900
2 female, at.....	800
1 female, at.....	750
2 female, at.....	650
1 female, at.....	525

Everett, Mass.:

Principals—

1 male, at.....	2,500
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Vice principals—

1 male, at.....	1,800
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Heads of departments—

1 male, at.....	1,800
1 male, at.....	1,450
2 female, at.....	1,000

Teachers—

1 male, at.....	1,600
2 male, at.....	1,000
1 female, at.....	1,000
9 female, at.....	900
3 female, at.....	800
2 female, at.....	750
4 female, at.....	700
2 female, at.....	650
1 female, at.....	600

Haverhill, Mass.:

Principals—

1 male, at.....	2,700
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Heads of departments—

1 male, at.....	1,800
1 male, at.....	1,500
2 male, at.....	1,400
1 male, at.....	1,000

Teachers—

14 male, at.....	900
2 male, at.....	880
2 male, at.....	800
1 male, at.....	750
1 male, at.....	700
1 male, at.....	650
1 male, at.....	600

1 Part time.

TABLE 8.—*Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.**Cities having 25,000 and fewer than 50,000 inhabitants—Continued.*

Malden, Mass.:		Salem, Mass.—Continued.	
Principals—		Teachers—Continued.	
1 male, at.....	\$2,800	4 female, at.....	\$750
Vice principals—		3 female, at.....	700
1 male, at.....	1,700	2 female, at.....	650
Teachers—		2 female, at.....	600
1 male, at.....	1,700	1 male, at.....	400
1 male, at.....	1,600	Waltham, Mass.:	
3 male, at.....	1,500	Principals—	
2 male, at.....	1,400	1 male, at.....	2,200
1 male, at.....	1,350	Teachers—	
1 male, at.....	1,300	1 male, at.....	1,700
2 male, at.....	1,250	2 male, at.....	1,400
1 female, at.....	1,000	1 female, at.....	1,050
15 female, at.....	850	1 male, at.....	900
4 female, at.....	800	8 female, at.....	900
2 female, at.....	850	3 female, at.....	850
1 female, at.....	800	1 female, at.....	750
1 female, at.....	750	Battle Creek, Mich.:	
Newton, Mass.:		Principals—	
Principals—		1 male, at.....	1,925
2 male, at.....	3,500	Teachers—	
Heads of departments—		1 male, at.....	1,500
5 male, at.....	2,500	2 male, at.....	1,400
1 male, at.....	2,200	1 female, at.....	1,050
2 male, at.....	2,000	1 male, at.....	1,025
1 male, at.....	1,800	1 male, at.....	1,000
1 male, at.....	1,700	1 female, at.....	925
1 male, at.....	1,650	3 female, at.....	900
2 male, at.....	1,500	2 female, at.....	850
1 female, at.....	1,500	1 male, at.....	825
1 male, at.....	1,400	1 female, at.....	825
1 female, at.....	1,250	1 male, at.....	800
1 female, at.....	1,200	3 female, at.....	800
Teachers—		1 female, at.....	775
1 male, at.....	2,200	2 female, at.....	750
2 male, at.....	1,300	1 female, at.....	725
1 male, at.....	1,200	1 female, at.....	700
1 female, at.....	1,200	1 female, at.....	600
3 male, at.....	1,100	Bay City, Mich.:	
6 female, at.....	1,100	Principals—	
2 male, at.....	1,050	1 male, at.....	2,000
3 female, at.....	1,050	1 female, at.....	1,600
3 male, at.....	1,000	Teachers—	
9 female, at.....	1,000	5 male, at.....	1,150
2 female, at.....	850	3 male, at.....	1,050
1 male, at.....	900	4 male, at.....	950
3 female, at.....	900	7 female, at.....	950
1 male, at.....	850	5 female, at.....	850
1 female, at.....	850	2 female, at.....	800
4 female, at.....	800	2 female, at.....	750
1 female, at.....	700	2 female, at.....	700
Pittsfield, Mass.:		Calumet, Mich.:	
Principals—		Principals—	
1 male, at.....	2,300	1 male, at.....	2,400
Vice principals—		Teachers—	
1 male, at.....	1,800	1 male, at.....	1,400
Heads of departments—		1 male, at.....	1,300
1 male, at.....	1,400	1 male, at.....	1,250
Teachers—		1 female, at.....	1,200
5 male, at.....	1,200	2 male, at.....	1,150
3 female, at.....	1,000	1 female, at.....	1,150
1 female, at.....	900	3 male, at.....	1,100
3 female, at.....	840	7 female, at.....	1,000
2 male, at.....	800	9 female, at.....	950
5 female, at.....	800	5 female, at.....	900
3 female, at.....	760	1 female, at.....	850
3 female, at.....	720	2 female, at.....	800
1 female, at.....	680	Flint, Mich.:	
2 female, at.....	640	Principals—	
Salem, Mass.:		1 male, at.....	2,100
Principals—		Teachers—	
1 male, at.....	2,700	1 male, at.....	1,525
Teachers—		1 male, at.....	1,250
4 male, at.....	1,600	1 male, at.....	975
1 male, at.....	1,500	1 male, at.....	900
1 male, at.....	1,450	5 female, at.....	900
1 male, at.....	1,100	2 female, at.....	775
2 female, at.....	1,050	1 female, at.....	725
1 male, at.....	950	1 female, at.....	700
1 male, at.....	850	2 female, at.....	650
1 female, at.....	850	1 female, at.....	600
2 female, at.....	800		

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 25,000 and fewer than 50,000 inhabitants—Continued.

Jackson Mich.:		Lincoln, Nebr.—Continued.	
Principals—		Teachers—Continued.	
1 male, at.....	\$1,900	1 female, at.....	\$975
Teachers—		1 male, at.....	950
1 male, at.....	1,625	9 female, at.....	950
1 male, at.....	1,175	1 male, at.....	938
1 male, at.....	1,150	3 male, at.....	903
2 male, at.....	1,100	14 female, at.....	903
3 female, at.....	1,000	1 female, at.....	855
1 female, at.....	975	3 male, at.....	808
4 female, at.....	950	1 female, at.....	808
1 male, at.....	950	1 female, at.....	713
1 female, at.....	900	1 female, at.....	465
1 female, at.....	875	South Omaha, Nebr.:	
2 female, at.....	850	Principals—	
1 male, at.....	800	1 male, at.....	1,800
1 female, at.....	775	Vice principals—	
2 female, at.....	750	1 female, at.....	1,045
Kalamazoo, Mich.:		Teachers—	
Principals—		1 male, at.....	1,475
1 male, at.....	2,100	1 male, at.....	1,000
Vice principals—		3 male, at.....	950
1 female, at.....	1,305	11 female, at.....	950
Teachers—		1 female, at.....	903
1 male, at.....	1,290	1 female, at.....	808
1 male, at.....	1,275	Atlantic City, N. J.:	
1 male, at.....	1,250	Principals—	
1 male, at.....	1,245	1 male, at.....	2,500
1 male, at.....	1,125	Teachers—	
1 female, at.....	1,095	1 male, at.....	2,200
1 female, at.....	1,080	2 male, at.....	2,100
4 female, at.....	1,005	1 male, at.....	1,850
1 female, at.....	975	1 male, at.....	1,800
1 male, at.....	960	1 male, at.....	1,700
1 female, at.....	960	2 male, at.....	1,600
1 female, at.....	945	1 male, at.....	1,450
1 female, at.....	930	2 male, at.....	1,300
1 female, at.....	905	6 female, at.....	1,200
1 male, at.....	900	1 female, at.....	1,150
6 female, at.....	900	1 female, at.....	1,100
1 female, at.....	885	1 female, at.....	1,050
1 female, at.....	870	4 female, at.....	1,000
1 male, at.....	865	1 female, at.....	950
1 female, at.....	825	1 male, at.....	900
3 female, at.....	810	1 female, at.....	850
1 female, at.....	795	East Orange, N. J.:	
3 female, at.....	780	Principals—	
2 female, at.....	760	1 male, at.....	3,000
1 female, at.....	735	Heads of departments—	
2 female, at.....	690	1 male, at.....	2,700
Lansing, Mich.:		1 male, at.....	2,500
Principals—		1 male, at.....	2,150
1 male, at.....	1,800	1 male, at.....	2,000
Vice principals—		1 male, at.....	1,900
1 female, at.....	1,050	1 male, at.....	1,600
Teachers—		1 female, at.....	1,500
1 male, at.....	1,350	1 female, at.....	1,150
1 male, at.....	1,300	Teachers—	
1 male, at.....	1,200	1 male, at.....	\$3,400
1 male, at.....	1,150	3 female, at.....	1,250
2 male, at.....	1,100	3 female, at.....	1,200
1 male, at.....	1,000	3 female, at.....	1,100
1 female, at.....	900	2 female, at.....	1,050
4 female, at.....	875	3 female, at.....	1,000
1 male, at.....	800	1 female, at.....	950
3 female, at.....	800	3 female, at.....	900
1 female, at.....	775	1 female, at.....	850
1 female, at.....	750	1 female, at.....	800
2 female, at.....	650	Orange, N. J.:	
1 female, at.....	600	Principals—	
1 female, at.....	375	1 male, at.....	2,450
Lincoln, Nebr.:		Teachers—	
Principals—		1 male, at.....	1,500
1 male, at.....	2,400	1 female, at.....	1,500
Teachers—		1 male, at.....	1,450
1 male, at.....	1,583	1 female, at.....	1,400
1 male, at.....	1,055	1 female, at.....	1,300
1 male, at.....	1,045	1 female, at.....	1,250
4 female, at.....	1,045	1 female, at.....	1,175
1 male, at.....	998	2 female, at.....	1,025
1 female, at.....	998	1 female, at.....	1,000

¹ Part time.² Unusual salary, due to legal complications.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 25,000 and fewer than 50,000 inhabitants—Continued.

Perth Amboy, N. J.:		Elmira, N. Y.—Continued.	
Principals—		Teachers—	
1 male, at.....	\$2,350	2 male, at.....	\$1,350
Vice principals—		1 male, at.....	1,300
1 female, at.....	1,300	1 male, at.....	1,200
Teachers—		1 male, at.....	1,100
1 male, at.....	1,700	2 male, at.....	1,000
2 males, at.....	1,600	1 female, at.....	850
1 male, at.....	1,500	9 female, at.....	800
1 male, at.....	1,400	1 female, at.....	775
1 male, at.....	1,250	3 female, at.....	750
1 female, at.....	1,100	1 female, at.....	725
1 female, at.....	1,000	2 female, at.....	700
2 female, at.....	850	3 female, at.....	675
4 female, at.....	800	4 female, at.....	650
West Hoboken town, N. J.:		Jamestown, N. Y.:	
Principals—		Principals—	
1 male, at.....	2,600	1 male, at.....	2,500
Teachers—		Vice principals—	
1 male, at.....	1,550	1 male, at.....	1,800
1 male, at.....	1,500	1 male, at.....	1,350
1 male, at.....	1,450	Teachers—	
1 female, at.....	1,450	1 female, at.....	1,000
1 male, at.....	1,400	1 male, at.....	825
1 female, at.....	1,350	10 female, at.....	825
3 male, at.....	1,100	1 female, at.....	800
2 female, at.....	1,100	1 female, at.....	750
Amsterdam, N. Y.:		3 females, at.....	725
Principals—		2 females, at.....	700
1 male, at.....	2,100	1 female, at.....	675
Teachers—		2 female, at.....	650
1 male, at.....	1,600	2 female, at.....	625
1 male, at.....	1,300	Kingston, N. Y.:	
3 female, at.....	950	Principals—	
2 female, at.....	900	2 male, at.....	2,100
1 female, at.....	850	Teachers—	
3 female, at.....	800	1 male, at.....	1,000
2 female, at.....	750	1 female, at.....	1,000
1 female, at.....	700	1 male, at.....	950
Auburn, N. Y.:		1 female, at.....	925
Principals—		4 female, at.....	900
1 male, at.....	2,850	1 female, at.....	825
Heads of departments—		11 female, at.....	800
1 male, at.....	2,000	2 female, at.....	750
1 male, at.....	1,800	Mount Vernon, N. Y.:	
2 female, at.....	950	Principals—	
Teachers—		1 male, at.....	3,500
1 male, at.....	1,700	Teachers—	
3 male, at.....	1,400	2 male, at.....	1,500
2 male, at.....	1,200	5 female, at.....	1,450
1 female, at.....	1,000	2 female, at.....	1,375
3 female, at.....	900	2 female, at.....	1,300
3 female, at.....	800	1 male, at.....	1,275
1 female, at.....	750	5 female, at.....	1,225
1 female, at.....	680	1 female, at.....	1,150
1 female, at.....	650	2 female, at.....	1,075
Binghamton, N. Y.:		4 female, at.....	1,000
Principals—		1 female, at.....	925
1 male, at.....	2,450	2 female, at.....	850
Vice principals—		1 female, at.....	775
1 female, at.....	1,450	New Rochelle, N. Y.:	
1 male, at.....	1,200	Principals—	
1 female, at.....	1,100	1 male, at.....	3,100
Teachers—		Teachers—	
1 male, at.....	1,200	1 male, at.....	1,700
2 male, at.....	1,150	1 male, at.....	1,450
1 male, at.....	1,125	4 male, at.....	1,400
2 male, at.....	1,050	8 female, at.....	1,400
1 male, at.....	1,000	1 male, at.....	1,350
1 male, at.....	900	1 female, at.....	1,350
6 female, at.....	825	1 female, at.....	1,350
1 female, at.....	800	1 female, at.....	1,250
1 female, at.....	775	3 female, at.....	1,200
1 female, at.....	725	1 female, at.....	1,150
2 female, at.....	700	1 female, at.....	950
2 female, at.....	650	2 female, at.....	850
2 female, at.....	600	Niagara Falls, N. Y.:	
1 female, at.....	500	Principals—	
Elmira, N. Y.:		1 female, at.....	2,700
Principals—		Vice principals—	
1 male, at.....	2,500	1 female, at.....	1,350

1 Part time.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 25,000 and fewer than 50,000 inhabitants—Continued.

Niagara Falls, N. Y.—Continued.		Newark, Ohio—Continued.	
Heads of departments—		Teachers—Continued.	
1 male, at.....	\$1,500	2 female, at.....	\$1,050
5 female, at.....	1,000	1 female, at.....	950
Teachers—		5 female, at.....	900
1 male, at.....	1,200	1 female, at.....	850
1 male, at.....	1,000	1 female, at.....	750
2 female, at.....	982	Springfield, Ohio:	
2 female, at.....	883	Principals—	
1 female, at.....	850	1 male, at.....	2,000
3 female, at.....	840	Teachers—	
2 female, at.....	788	5 male, at.....	1,450
1 female, at.....	750	1 male, at.....	1,400
1 female, at.....	709	2 male, at.....	1,350
Poughkeepsie, N. Y.:		2 male, at.....	1,250
Principals—		1 male, at.....	1,200
1 male, at.....	2,500	1 female, at.....	1,200
Teachers—		5 female, at.....	1,150
1 male, at.....	1,300	1 male, at.....	1,100
1 male, at.....	1,250	2 female, at.....	1,050
1 male, at.....	1,200	1 female, at.....	1,000
1 male, at.....	1,100	3 female, at.....	1,000
1 male, at.....	1,000	1 female, at.....	950
1 female, at.....	1,000	2 female, at.....	900
2 female, at.....	900	1 female, at.....	850
1 female, at.....	850	2 female, at.....	800
9 female, at.....	800	Zanesville, Ohio:	
4 female, at.....	750	Principals—	
Watertown, N. Y.:		1 male, at.....	1,500
Principals—		Vice principals—	
1 male, at.....	2,100	1 male, at.....	1,150
Heads of departments—		Teachers—	
2 female, at.....	850	2 male, at.....	1,100
Teachers—		5 male, at.....	1,000
1 male, at.....	1,500	2 male, at.....	950
1 male, at.....	1,000	1 male, at.....	900
6 female, at.....	750	7 female, at.....	775
4 female, at.....	700	2 female, at.....	725
3 female, at.....	650	1 female, at.....	675
4 female, at.....	600	1 female, at.....	650
Charlotte, N. C.:		1 female, at.....	625
Principals—		Chester, Pa.:	
1 male, at.....	1,650	Principals—	
Teachers—		1 male, at.....	2,000
1 male, at.....	1,000	Heads of departments—	
2 male, at.....	900	3 male, at.....	855
5 female, at.....	585	4 female, at.....	855
Hamilton, Ohio:		Teachers—	
Principals—		1 male, at.....	760
1 male, at.....	2,200	11 female, at.....	760
Teachers—		Easton, Pa.:	
1 male, at.....	1,800	Principals—	
4 male, at.....	1,300	1 male, at.....	1,600
1 male, at.....	1,200	Teachers—	
2 male, at.....	1,100	2 male, at.....	1,300
1 male, at.....	1,000	4 male, at.....	1,200
5 female, at.....	1,000	1 female, at.....	1,200
1 male, at.....	950	1 male, at.....	1,100
1 female, at.....	950	1 female, at.....	1,100
1 female, at.....	855	1 male, at.....	1,000
3 female, at.....	808	2 female, at.....	1,000
Lima, Ohio:		Hazleton, Pa.:	
Principals—		Principals—	
1 male, at.....	1,800	1 male, at.....	1,800
Teachers—		Vice principals—	
2 male, at.....	950	1 male, at.....	1,400
4 female, at.....	950	Teachers—	
2 male, at.....	855	2 male, at.....	1,100
1 female, at.....	855	1 female, at.....	950
1 female, at.....	807	1 female, at.....	900
4 female, at.....	780	2 female, at.....	800
1 female, at.....	713	2 female, at.....	750
1 female, at.....	665	1 female, at.....	700
3 female, at.....	570	1 female, at.....	600
Newark, Ohio:		1 female, at.....	550
Principals—		Lancaster, Pa.:	
1 male, at.....	1,700	Teachers—	
Vice principals—		2 male, at.....	1,600
1 male, at.....	1,100	4 male, at.....	1,300
Teachers—		1 male, at.....	1,100
1 male, at.....	1,100	2 male, at.....	1,000
7 male, at.....	1,050	3 female, at.....	900

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 25,000 and fewer than 50,000 inhabitants—Continued.

Lancaster, Pa.—Continued.		York, Pa.—Continued.	
Teachers—Continued.		Teachers—Continued.	
7 female, at.....	\$850	1 male, at.....	\$990
1 female, at.....	800	1 male, at.....	900
1 female, at.....	750	2 female, at.....	900
2 female, at.....	650	1 male, at.....	855
McKeesport, Pa.:		1 male, at.....	810
Principals—		2 female, at.....	765
1 male, at.....	2,200	1 female, at.....	720
Heads of departments—		2 female, at.....	675
1 male, at.....	1,500	2 female, at.....	630
Teachers—		1 female, at.....	405
1 male, at.....	1,700	Newport, R. I.:	
2 male, at.....	1,600	Principals—	
1 male, at.....	1,500	1 male, at.....	3,000
1 male, at.....	1,400	Vice principals—	
2 male, at.....	1,300	1 male, at.....	2,000
2 male, at.....	1,200	Teachers—	
1 female, at.....	1,200	1 male, at.....	2,500
2 male, at.....	1,100	1 male, at.....	1,600
2 female, at.....	1,100	1 male, at.....	1,400
3 female, at.....	1,000	1 male, at.....	1,200
1 female, at.....	800	6 female, at.....	1,200
New Castle, Pa.:		1 female, at.....	1,100
Principals—		1 female, at.....	1,000
1 male, at.....	1,890	1 female, at.....	900
Vice principals—		1 female, at.....	750
1 male, at.....	1,035	Warwick, R. I.:	
Heads of departments—		Principals—	
1 male, at.....	1,500	1 male, at.....	1,800
1 female, at.....	1,200	Teachers—	
1 male, at.....	1,035	1 male, at.....	1,150
1 male, at.....	1,000	1 female, at.....	900
1 male, at.....	900	3 female, at.....	800
Teachers—		1 female, at.....	750
1 female, at.....	945	1 female, at.....	700
1 male, at.....	900	1 female, at.....	600
2 female, at.....	900	Woonsocket, R. I.:	
1 male, at.....	855	Principals—	
1 female, at.....	855	1 male, at.....	1,900
3 female, at.....	810	Vice principals—	
2 female, at.....	765	1 male, at.....	1,200
2 male, at.....	720	Teachers—	
3 female, at.....	720	1 male, at.....	1,150
1 female, at.....	675	4 female, at.....	900
1 female, at.....	540	2 female, at.....	850
Shenandoah, Pa.:		Columbia, S. C.:	
Principals—		Principals—	
1 male, at.....	990	1 male, at.....	1,400
Vice principals—		1 female, at.....	1,035
1 female, at.....	828	Teachers—	
2 female, at.....	725	5 female, at.....	693
1 female, at.....	585	2 female, at.....	544
Williamsport, Pa.:		Chattanooga, Tenn.:	
Principals—		Principals—	
1 male, at.....	1,815	1 male, at.....	2,000
Vice principals—		1 male, at.....	1,350
1 male, at.....	1,365	Teachers—	
Heads of departments—		1 male, at.....	1,500
1 male, at.....	1,215	1 male, at.....	1,280
1 male, at.....	1,185	1 male, at.....	1,250
1 male, at.....	1,130	2 male, at.....	1,240
1 female, at.....	1,005	1 male, at.....	1,044
1 female, at.....	870	3 female, at.....	1,035
1 female, at.....	825	1 male, at.....	990
Teachers—		2 female, at.....	855
2 male, at.....	825	1 female, at.....	800
2 female, at.....	825	1 male, at.....	675
1 female, at.....	780	1 female, at.....	675
2 female, at.....	735	1 male, at.....	450
1 male, at.....	645	2 female, at.....	450
3 female, at.....	645	1 female, at.....	405
1 female, at.....	510	Knoxville, Tenn.:	
York, Pa.:		Principals—	
Principals—		1 male, at.....	1,800
1 male, at.....	2,000	Teachers—	
Teachers—		1 male, at.....	1,500
3 male, at.....	1,170	1 male, at.....	1,140
1 male, at.....	1,125	5 female, at.....	1,093
1 male, at.....	1,080	2 male, at.....	950
1 male, at.....	1,035	1 female, at.....	855
		7 female, at.....	713

¹ Colored.¹ colored.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 25,000 and fewer than 50,000 inhabitants—Continued.			
Knoxville, Tenn.—Continued.		La Crosse, Wis.—Continued.	
Teachers—Continued.		Teachers—	
1 female, at.....	\$570	1 male, at.....	\$1,100
1 female, at.....	543	1 male, at.....	1,075
1 female, at.....	475	1 male, at.....	1,000
El Paso, Tex.:		2 female, at.....	1,000
Principals—		2 male, at.....	975
1 male, at.....	2,045	2 male, at.....	950
Heads of departments—		1 female, at.....	950
5 male, at.....	1,305	1 female, at.....	925
4 female, at.....	1,305	1 female, at.....	875
Teachers—		1 female, at.....	850
1 male, at.....	1,035	2 female, at.....	825
5 female, at.....	1,035	4 female, at.....	800
Ogden, Utah:		2 female, at.....	750
Principals—		1 female, at.....	725
1 male, at.....	2,500	1 female, at.....	700
1 male, at.....	1,700		
1 male, at.....	1,600	Madison, Wis.:	
Teachers—		Principals—	
2 male, at.....	1,400	1 male, at.....	3,000
1 male, at.....	1,350	Vice principals—	
1 male, at.....	1,300	1 male, at.....	1,800
2 male, at.....	1,250	Heads of departments—	
4 male, at.....	1,200	1 male, at.....	1,650
2 female, at.....	1,200	1 male, at.....	1,500
1 male, at.....	1,150	2 male, at.....	1,300
1 female, at.....	1,150	1 male, at.....	1,250
1 female, at.....	1,050	1 female, at.....	1,000
1 male, at.....	1,000	Teachers—	
1 female, at.....	1,000	1 male, at.....	1,250
2 male, at.....	900	1 male, at.....	1,100
1 male, at.....	850	1 male, at.....	1,000
1 female, at.....	850	4 female, at.....	925
Portsmouth, Va.:		1 female, at.....	900
Principals—		2 female, at.....	875
1 male, at.....	1,800	3 female, at.....	850
Vice principals—		5 female, at.....	825
1 male, at.....	1,200	8 female, at.....	800
Teachers—		1 female, at.....	720
1 male, at.....	1,200	Oshkosh, Wis.:	
3 female, at.....	750	Principals—	
2 female, at.....	700	1 male, at.....	2,000
1 female, at.....	450	Teachers—	
Wheeling, W. Va.:		2 male, at.....	1,200
Principals—		2 male, at.....	1,100
1 male, at.....	1,995	1 female, at.....	975
Teachers—		1 female, at.....	925
4 male, at.....	1,150	3 female, at.....	825
2 male, at.....	950	1 male, at.....	800
1 female, at.....	950	5 female, at.....	800
8 female, at.....	890	6 female, at.....	775
1 female, at.....	800	2 female, at.....	750
Green Bay, Wis.:		1 female, at.....	725
Principals—		1 female, at.....	700
1 male, at.....	1,900	Sheboygan, Wis.:	
1 male, at.....	1,700	Principals—	
Teachers—		1 male, at.....	1,800
1 male, at.....	1,100	Heads of departments—	
2 male, at.....	1,050	2 male, at.....	1,200
2 male, at.....	1,000	1 male, at.....	1,150
1 female, at.....	1,000	1 female, at.....	1,000
4 female, at.....	900	1 male, at.....	950
1 male, at.....	850	1 male, at.....	900
4 female, at.....	850	Teachers—	
1 male, at.....	800	1 female, at.....	850
3 female, at.....	800	1 male, at.....	800
4 female, at.....	750	1 female, at.....	800
2 female, at.....	650	3 female, at.....	750
1 female, at.....	600	1 female, at.....	700
1 female, at.....	500	1 female, at.....	650
1 female, at.....	450	Superior, Wis.:	
1 male, at.....	400	Principals—	
La Crosse, Wis.:		1 male, at.....	2,400
Principals—		1 male, at.....	2,100
1 male, at.....	2,000	Teachers—	
Vice principals—		1 male, at.....	1,250
1 female, at.....	1,350	5 male, at.....	1,200
Heads of departments—		1 male, at.....	1,185
1 male, at.....	1,350	1 male, at.....	1,150
1 male, at.....	1,225	1 female, at.....	1,150
1 male, at.....	1,200	2 male, at.....	1,100
1 female, at.....	1,100	6 female, at.....	1,100
1 female, at.....	1,050	1 male, at.....	1,060

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 25,000 and fewer than 50,000 inhabitants—Continued.

Superior, Wis.—Continued.		Racine, Wis.—Continued.	
Teachers—Continued.		Teachers—	
1 female, at.....	\$1,050	1 female, at.....	\$1,150
1 male, at.....	1,000	1 male, at.....	1,100
1 female, at.....	1,000	2 female, at.....	1,100
2 female, at.....	955	1 male, at.....	1,050
3 female, at.....	950	1 male, at.....	1,000
2 female, at.....	905	1 female, at.....	1,000
1 female, at.....	900	1 female, at.....	975
1 female, at.....	855	1 female, at.....	950
1 female, at.....	855	2 male, at.....	900
1 female, at.....	805	1 female, at.....	900
1 female, at.....	805	2 female, at.....	850
1 female, at.....	750	1 female, at.....	825
Racine, Wis.:		1 female, at.....	775
Principals—		1 female, at.....	700
1 male, at.....	2,150	1 female, at.....	500
Vice principals—			
1 male, at.....	1,500		
<i>Cities having 10,000 and fewer than 25,000 inhabitants.</i>		Fresno, Cal.—Continued.	
Seima, Ala.:		Heads of departments—	
Principals—		1 male, at.....	\$1,800
1 male, at.....	\$1,500	4 male, at.....	1,750
Teachers—		1 male, at.....	1,600
1 male, at.....	1,200	4 female, at.....	1,400
2 female, at.....	855	1 female, at.....	1,350
Tucson, Ariz.:		Teachers—	
Principals—		1 male, at.....	1,550
1 male, at.....	2,025	3 male, at.....	1,500
Teachers—		7 female, at.....	1,300
2 male, at.....	1,400	5 female, at.....	1,250
6 female, at.....	1,400	2 female, at.....	1,200
Fort Smith, Ark.:		1 female, at.....	1,100
Principals—		Long Beach, Cal.:	
1 male, at.....	2,400	Principals—	
1 female, at.....	765	1 male, at.....	2,400
Heads of departments—		Vice principals—	
1 male, at.....	1,350	1 male, at.....	1,800
5 male, at.....	1,215	2 males, at.....	1,500
1 male, at.....	1,125	1 female, at.....	1,400
1 male, at.....	1,080	Teachers—	
2 female, at.....	900	1 male, at.....	1,600
Teachers—		4 male, at.....	1,400
1 male, at.....	900	22 female, at.....	1,400
1 female, at.....	900	1 male, at.....	1,300
3 female, at.....	810	3 female, at.....	1,300
1 female, at.....	765	1 male, at.....	1,200
4 female, at.....	675	5 female, at.....	1,200
1 male, at.....	585	2 male, at.....	1,100
1 female, at.....	540	1 male, at.....	500
1 male, at.....	450	Pomona, Cal.:	
1 female, at.....	450	Principals—	
Alameda, Cal.:		1 male, at.....	2,000
Principals—		Heads of departments—	
1 male, at.....	2,900	1 male, at.....	1,800
Vice principals—		5 male, at.....	1,500
1 male, at.....	1,800	3 female, at.....	1,500
Heads of departments—		1 female, at.....	1,300
2 male, at.....	1,740	Teachers—	
2 female, at.....	1,740	3 male, at.....	1,400
1 male, at.....	1,620	5 female, at.....	1,400
1 male, at.....	1,560	2 male, at.....	1,300
Teachers—		1 female, at.....	1,300
3 female, at.....	1,440	3 female, at.....	1,200
2 female, at.....	1,260	Redlands, Cal.:	
1 female, at.....	1,200	Principals—	
1 female, at.....	720	1 male, at.....	1,800
Eureka, Cal.:		Vice principals—	
Principals—		1 male, at.....	2,400
1 female, at.....	1,800	Heads of departments—	
Vice principals—		1 male, at.....	1,700
1 male, at.....	1,400	1 female, at.....	1,500
Teachers—		Teachers—	
2 male, at.....	1,300	4 male, at.....	1,700
1 male, at.....	1,200	2 male, at.....	1,600
5 female, at.....	1,100	3 female, at.....	1,500
3 female, at.....	1,000	1 male, at.....	1,400
Fresno, Cal.:		3 female, at.....	1,300
Principals—		1 male, at.....	1,200
1 male, at.....	3,000	2 female, at.....	1,200
Vice principals—		2 female, at.....	1,100
1 male, at.....	2,000		

1 Colored.

2 Average salary.

3 Assistant.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 25,000 and fewer than 50,000 inhabitants—Continued.

Cedar Rapids, Iowa—Continued.

Teachers—Continued.

1 female, at.....	\$675
1 female, at.....	630
1 female, at.....	600
1 female, at.....	585
1 female, at.....	540
1 female, at.....	450

Clinton, Iowa:

Principals—

1 female, at.....	1,600
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Teachers—

1 male, at.....	1,200
1 male, at.....	1,050
1 male, at.....	1,000
2 female, at.....	1,000
1 female, at.....	950
2 male, at.....	900
1 female, at.....	900
2 female, at.....	855
1 female, at.....	808
1 female, at.....	780
2 female, at.....	713

Dubuque, Iowa:

Principals—

1 male, at.....	1,800
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Teachers—

1 male, at.....	1,200
1 male, at.....	1,050
1 male, at.....	1,000
1 male, at.....	900
5 female, at.....	900
1 male, at.....	850
1 female, at.....	850
1 male, at.....	800
2 female, at.....	700
3 female, at.....	650

Sioux City, Iowa:

Principals—

1 male, at.....	2,600
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Teachers—

1 male, at.....	1,100
4 males, at.....	1,000
1 female, at.....	1,000
4 male, at.....	975
1 female, at.....	975
1 male, at.....	950
3 female, at.....	950
2 female, at.....	925
3 male, at.....	900
9 female, at.....	900
1 female, at.....	875
2 female, at.....	850
1 female, at.....	800
1 female, at.....	765
2 female, at.....	720

Waterloo, Iowa, east:

Principals—

1 male, at.....	1,500
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Teachers—

1 male, at.....	1,350
1 male, at.....	1,050
1 male, at.....	1,035
1 male, at.....	990
1 female, at.....	950
1 male, at.....	900
2 female, at.....	900
1 female, at.....	855
1 female, at.....	788
4 female, at.....	765

Topeka, Kans.:

Principals—

1 male, at.....	2,250
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Vice principals—

1 male, at.....	1,500
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Teachers—

1 male, at.....	1,400
1 male, at.....	1,325
1 male, at.....	1,250
7 males, at.....	1,200
1 female, at.....	1,200

Topeka, Kans.—Continued.

Teachers—Continued.

2 female, at.....	\$1,000
4 female, at.....	945
3 female, at.....	900
1 male, at.....	845
6 female, at.....	845
1 male, at.....	810
4 female, at.....	810
2 female, at.....	765
1 female, at.....	720
2 female, at.....	675

Newport, Ky.:

Principals—

1 male, at.....	1,700
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Vice principals—

1 male, at.....	1,300
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Teachers—

3 male, at.....	1,200
5 female, at.....	950
1 male, at.....	850

Lewiston, Me.:

Principals—

1 male, at.....	1,800
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Vice principals—

1 male, at.....	1,000
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Teachers—

1 female, at.....	800
5 female, at.....	700
2 female, at.....	650
2 female, at.....	550

Chelsea, Mass.:

Principals—

1 male, at.....	2,300
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Vice principals—

1 male, at.....	1,300
-----------------	-------

Heads of departments—

1 male, at.....	1,800
-----------------	-------

1 male, at.....	1,300
-----------------	-------

Teachers—

8 female, at.....	1,000
1 female, at.....	950
2 female, at.....	900
2 female, at.....	800
1 female, at.....	750
2 female, at.....	650
1 female, at.....	525

Everett, Mass.:

Principals—

1 male, at.....	2,500
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Vice principals—

1 male, at.....	1,800
-----------------	-------

Heads of departments—

1 male, at.....	1,800
-----------------	-------

1 male, at.....	1,450
-----------------	-------

2 female, at.....	1,000
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Teachers—

1 male, at.....	1,600
2 male, at.....	1,000
1 female, at.....	1,000
9 female, at.....	900
3 female, at.....	800
2 female, at.....	750
4 female, at.....	700
2 female, at.....	650
1 female, at.....	600

Haverhill, Mass.:

Principals—

1 male, at.....	2,700
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Heads of departments—

1 male, at.....	1,800
-----------------	-------

1 male, at.....	1,500
-----------------	-------

2 male, at.....	1,400
-----------------	-------

1 male, at.....	1,000
-----------------	-------

Teachers—

14 male, at.....	900
2 male, at.....	850
2 male, at.....	800
1 male, at.....	750
1 male, at.....	700
1 male, at.....	650
1 male, at.....	600

1 Part time.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 25,000 and fewer than 50,000 inhabitants—Continued.

Malden, Mass.:			Salem, Mass.—Continued.	
Principals—			Teachers—Continued.	
1 male, at.....	\$2,600		4 female, at.....	\$750
Vice principals—			3 female, at.....	700
1 male, at.....	1,700		2 female, at.....	650
Teachers—			2 female, at.....	600
1 male, at.....	1,700		1 male, at.....	400
1 male, at.....	1,600			
3 male, at.....	1,500		Waltham, Mass.:	
2 male, at.....	1,400		Principals—	
1 male, at.....	1,350		1 male, at.....	2,200
1 male, at.....	1,300		Teachers—	
2 male, at.....	1,250		1 male, at.....	1,700
1 female, at.....	1,000		2 male, at.....	1,400
15 female, at.....	950		1 female, at.....	1,050
4 female, at.....	900		1 male, at.....	900
2 female, at.....	850		8 female, at.....	900
1 female, at.....	800		3 female, at.....	850
1 female, at.....	750		1 female, at.....	750
Newton, Mass.:			Battle Creek, Mich.:	
Principals—			Principals—	
2 male, at.....	3,500		1 male, at.....	1,925
Heads of departments—			Teachers—	
5 male, at.....	2,500		1 male, at.....	1,500
1 male, at.....	2,200		2 male, at.....	1,400
2 male, at.....	2,000		1 female, at.....	1,050
1 male, at.....	1,800		1 male, at.....	1,025
1 male, at.....	1,700		1 male, at.....	1,000
1 male, at.....	1,650		1 female, at.....	925
2 male, at.....	1,500		3 female, at.....	900
1 female, at.....	1,500		2 female, at.....	850
1 male, at.....	1,400		1 male, at.....	825
1 female, at.....	1,250		1 female, at.....	825
1 female, at.....	1,200		1 male, at.....	800
Teachers—			3 female, at.....	800
1 male, at.....	2,200		1 female, at.....	775
2 male, at.....	1,300		2 female, at.....	750
1 male, at.....	1,200		1 female, at.....	725
1 female, at.....	1,200		1 female, at.....	700
3 male, at.....	1,100		1 female, at.....	600
6 female, at.....	1,100			
2 male, at.....	1,050		Bay City, Mich.:	
3 female, at.....	1,050		Principals—	
3 male, at.....	1,000		1 male, at.....	2,000
9 female, at.....	1,000		1 female, at.....	1,600
2 female, at.....	950		Teachers—	
1 male, at.....	900		5 male, at.....	1,150
3 female, at.....	900		3 male, at.....	1,050
1 male, at.....	900		4 male, at.....	950
1 female, at.....	850		7 female, at.....	950
4 female, at.....	850		5 female, at.....	850
1 female, at.....	800		2 female, at.....	800
1 female, at.....	700		2 female, at.....	750
Pittsfield, Mass.:			2 female, at.....	700
Principals—			Calumet, Mich.:	
1 male, at.....	2,300		Principals—	
Vice principals—			1 male, at.....	2,400
1 male, at.....	1,800		Teachers—	
Heads of departments—			1 male, at.....	1,400
1 male, at.....	1,400		1 male, at.....	1,300
Teachers—			1 male, at.....	1,250
5 male, at.....	1,200		1 female, at.....	1,200
3 female, at.....	1,000		2 male, at.....	1,150
1 female, at.....	900		1 female, at.....	1,100
3 female, at.....	840		3 male, at.....	1,100
2 male, at.....	800		3 female, at.....	1,000
5 female, at.....	800		9 female, at.....	950
3 female, at.....	780		5 female, at.....	900
3 female, at.....	720		1 female, at.....	850
1 female, at.....	680		2 female, at.....	800
2 female, at.....	640			
Salem, Mass.:			Flint, Mich.:	
Principals—			Principals—	
1 male, at.....	2,700		1 male, at.....	2,100
Teachers—			Teachers—	
4 male, at.....	1,600		1 male, at.....	1,525
1 male, at.....	1,500		1 male, at.....	1,250
1 male, at.....	1,450		1 male, at.....	975
1 male, at.....	1,100		1 male, at.....	900
2 female, at.....	1,050		5 female, at.....	900
1 male, at.....	950		2 female, at.....	775
1 male, at.....	850		1 female, at.....	725
1 female, at.....	850		1 female, at.....	700
2 female, at.....	800		2 female, at.....	650
			1 female, at.....	600

TABLE 8.—*Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.**Cities having 25,000 and fewer than 50,000 inhabitants—Continued.*

Jackson Mich.:		Lincoln, Nebr.—Continued.	
Principals—		Teachers—Continued.	
1 male, at.....	\$1,900	1 female, at.....	\$975
Teachers—		1 male, at.....	950
1 male, at.....	1,625	9 female, at.....	950
1 male, at.....	1,175	1 male, at.....	938
1 male, at.....	1,150	3 male, at.....	903
2 male, at.....	1,100	14 female, at.....	903
3 female, at.....	1,000	1 female, at.....	855
1 female, at.....	975	3 male, at.....	808
4 female, at.....	950	1 female, at.....	808
1 male, at.....	950	1 female, at.....	713
1 female, at.....	900	1 female, at.....	465
1 female, at.....	875	South Omaha, Nebr.:	
2 female, at.....	850	Principals—	
1 male, at.....	800	1 male, at.....	1,800
1 female, at.....	775	Vice principals—	
3 female, at.....	750	1 female, at.....	1,045
Kalamazoo, Mich.:		Teachers—	
Principals—		1 male, at.....	1,475
1 male, at.....	2,100	1 male, at.....	1,000
Vice principals—		3 male, at.....	950
1 female, at.....	1,305	11 female, at.....	950
Teachers—		1 female, at.....	903
1 male, at.....	1,290	1 female, at.....	808
1 male, at.....	1,275	Atlantic City, N. J.:	
1 male, at.....	1,250	Principals—	
1 male, at.....	1,245	1 male, at.....	2,500
1 male, at.....	1,125	Teachers—	
1 female, at.....	1,095	1 male, at.....	2,200
1 female, at.....	1,080	2 male, at.....	2,100
4 female, at.....	1,005	1 male, at.....	1,850
1 female, at.....	975	1 male, at.....	1,800
1 male, at.....	960	1 male, at.....	1,700
1 female, at.....	960	2 male, at.....	1,600
1 female, at.....	945	1 male, at.....	1,450
1 female, at.....	930	2 male, at.....	1,300
1 female, at.....	905	6 female, at.....	1,200
1 male, at.....	900	1 female, at.....	1,150
6 female, at.....	900	1 female, at.....	1,100
1 female, at.....	885	1 female, at.....	1,050
1 female, at.....	870	4 female, at.....	1,000
1 male, at.....	855	1 female, at.....	950
1 female, at.....	825	1 male, at.....	900
3 female, at.....	810	1 female, at.....	850
1 female, at.....	795	East Orange, N. J.:	
3 female, at.....	780	Principals—	
2 female, at.....	750	1 male, at.....	3,000
1 female, at.....	735	Heads of departments—	
2 female, at.....	690	1 male, at.....	2,700
Lansing, Mich.:		1 male, at.....	2,500
Principals—		1 male, at.....	2,150
1 male, at.....	1,800	1 male, at.....	2,000
Vice principals—		1 male, at.....	1,900
1 female, at.....	1,050	1 male, at.....	1,600
Teachers—		1 female, at.....	1,500
1 male, at.....	1,350	1 female, at.....	1,150
1 male, at.....	1,300	Teachers—	
1 male, at.....	1,200	1 male, at.....	*3,400
1 male, at.....	1,150	3 female, at.....	1,250
2 male, at.....	1,100	3 female, at.....	1,200
1 male, at.....	1,000	3 female, at.....	1,100
1 female, at.....	900	2 female, at.....	1,050
4 female, at.....	875	3 female, at.....	1,000
1 male, at.....	800	1 female, at.....	950
3 female, at.....	800	3 female, at.....	900
1 female, at.....	775	1 female, at.....	850
1 female, at.....	750	1 female, at.....	800
2 female, at.....	650	Orange, N. J.:	
1 female, at.....	600	Principals—	
1 female, at.....	375	1 male, at.....	2,450
Lincoln, Nebr.:		Teachers—	
Principals—		1 male, at.....	1,500
1 male, at.....	2,400	1 female, at.....	1,500
Teachers—		1 male, at.....	1,450
1 male, at.....	1,583	1 female, at.....	1,400
1 male, at.....	1,055	1 female, at.....	1,300
1 male, at.....	1,045	1 female, at.....	1,250
4 female, at.....	1,045	1 female, at.....	1,175
1 male, at.....	998	2 female, at.....	1,025
1 female, at.....	998	1 female, at.....	1,000

¹ Part time.² Unusual salary, due to legal complications.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 25,000 and fewer than 50,000 inhabitants—Continued.

Perth Amboy, N. J.:		Elmira, N. Y.—Continued.	
Principals—		Teachers—	
1 male, at.....	\$2,350	2 male, at.....	\$1,350
Vice principals—		1 male, at.....	1,300
1 female, at.....	1,300	1 male, at.....	1,200
Teachers—		1 male, at.....	1,100
1 male, at.....	1,700	2 male, at.....	1,000
2 males, at.....	1,600	1 female, at.....	850
1 male, at.....	1,500	9 female, at.....	800
1 male, at.....	1,400	1 female, at.....	775
1 male, at.....	1,250	3 female, at.....	750
1 female, at.....	1,100	1 female, at.....	725
1 female, at.....	1,000	2 female, at.....	700
2 female, at.....	850	3 female, at.....	675
4 female, at.....	800	4 female, at.....	650
West Hoboken town, N. J.:		Jamestown, N. Y.:	
Principals—		Principals—	
1 male, at.....	2,600	1 male, at.....	2,500
Teachers—		Vice principals—	
1 male, at.....	1,550	1 male, at.....	1,800
1 male, at.....	1,500	1 male, at.....	1,350
1 male, at.....	1,450	Teachers—	
1 female, at.....	1,450	1 female, at.....	1,000
1 male, at.....	1,400	1 male, at.....	825
1 female, at.....	1,350	10 female, at.....	825
3 male, at.....	1,100	1 female, at.....	800
2 female, at.....	1,100	1 female, at.....	750
Amsterdam, N. Y.:		3 females, at.....	725
Principals—		2 females, at.....	700
1 male, at.....	2,100	1 female, at.....	675
Teachers—		2 female, at.....	650
1 male, at.....	1,600	2 female, at.....	625
1 male, at.....	1,300	Kingston, N. Y.:	
3 female, at.....	950	Principals—	
2 female, at.....	900	2 male, at.....	2,100
1 female, at.....	850	Teachers—	
3 female, at.....	800	1 male, at.....	1,000
2 female, at.....	750	1 female, at.....	1,000
1 female, at.....	700	1 male, at.....	950
Anburn, N. Y.:		1 female, at.....	925
Principals—		4 female, at.....	900
1 male, at.....	2,850	1 female, at.....	825
Heads of departments—		11 female, at.....	800
1 male, at.....	2,000	2 female, at.....	750
1 male, at.....	1,800	Mount Vernon, N. Y.:	
2 female, at.....	950	Principals—	
Teachers—		1 male, at.....	3,500
1 male, at.....	1,700	Teachers—	
3 male, at.....	1,400	2 male, at.....	1,500
2 male, at.....	1,200	5 female, at.....	1,450
1 female, at.....	1,000	2 female, at.....	1,375
3 female, at.....	900	2 female, at.....	1,300
3 female, at.....	800	1 male, at.....	1,275
1 female, at.....	750	5 female, at.....	1,225
1 female, at.....	680	1 female, at.....	1,150
1 female, at.....	650	2 female, at.....	1,075
Binghamton, N. Y.:		4 female, at.....	1,000
Principals—		1 female, at.....	925
1 male, at.....	2,450	2 female, at.....	850
Vice principals—		1 female, at.....	775
1 female, at.....	1,450	New Rochelle, N. Y.:	
1 male, at.....	1,200	Principals—	
1 female, at.....	1,100	1 male, at.....	3,100
Teachers—		Teachers—	
1 male, at.....	1,200	1 male, at.....	1,700
2 male, at.....	1,150	1 male, at.....	1,450
1 male, at.....	1,125	4 male, at.....	1,400
2 male, at.....	1,050	8 female, at.....	1,400
1 male, at.....	1,000	1 male, at.....	1,350
1 male, at.....	900	1 female, at.....	1,350
6 female, at.....	825	1 female, at.....	1,350
1 female, at.....	800	1 female, at.....	1,250
1 female, at.....	775	3 female, at.....	1,200
2 female, at.....	725	1 female, at.....	1,150
2 female, at.....	700	1 female, at.....	950
2 female, at.....	650	2 female, at.....	850
2 female, at.....	600	Niagara Falls, N. Y.:	
1 female, at.....	500	Principals—	
Elmira, N. Y.:		1 female, at.....	2,700
Principals—		Vice principals—	
1 male, at.....	2,500	1 female, at.....	1,350

1 Part time.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Frankfort, Ky.:		Arlington, Mass.—Continued.	
Principals—		Teachers—Continued.	
1 male, at.....	\$850	2 female, at.....	\$800
Teachers—		6 female, at.....	750
1 female, at.....	700	1 female, at.....	400
2 female, at.....	600	Attleboro, Mass.:	
3 female, at.....	575	Principals—	
Henderson, Ky.:		1 male, at.....	2,200
Principals—		Teachers—	
1 male, at.....	2,000	1 male, at.....	1,100
Teachers—		1 female, at.....	1,000
3 male, at.....	850	5 female, at.....	800
2 female, at.....	850	2 female, at.....	700
2 female, at.....	800	1 female, at.....	650
1 female, at.....	700	Beverly, Mass.:	
1 male, at.....	500	Principals—	
Owensboro, Ky.:		1 male, at.....	2,300
Principals—		Heads of departments—	
1 male, at.....	1,500	2 male, at.....	1,600
Heads of departments—		Teachers—	
1 male, at.....	1,125	1 male, at.....	1,450
2 male, at.....	900	1 male, at.....	1,200
2 female, at.....	855	1 female, at.....	1,000
1 female, at.....	720	1 male, at.....	900
1 female, at.....	675	5 female, at.....	800
Teachers—		1 male, at.....	850
1 male, at.....	900	10 female, at.....	850
2 female, at.....	720	5 female, at.....	800
1 female, at.....	675	3 female, at.....	750
Monroe, La.:		1 female, at.....	700
Teachers—		Clifton, Mass.:	
2 male, at.....	900	Principals—	
1 female, at.....	810	1 male, at.....	1,800
1 female, at.....	765	Vice principals—	
Auburn, Me.:		1 male, at.....	1,200
Principals—		Teachers—	
1 male, at.....	2,100	2 male, at.....	1,000
Vice principals—		1 female, at.....	950
1 male, at.....	1,400	1 female, at.....	800
Heads of departments—		1 female, at.....	750
1 male, at.....	1,100	1 female, at.....	700
Teachers—		1 female, at.....	600
5 female, at.....	750	Framingham, Mass.:	
1 female, at.....	700	Principals—	
1 female, at.....	650	1 male, at.....	2,400
1 female, at.....	600	Vice principals—	
2 female, at.....	500	1 male, at.....	1,600
Augusta, Me.:		Heads of departments—	
Principals—		1 male, at.....	1,400
1 male, at.....	1,700	1 male, at.....	1,300
Heads of departments—		Teachers—	
1 male, at.....	1,400	4 female, at.....	800
1 male, at.....	1,000	2 female, at.....	750
Teachers—		1 female, at.....	700
1 male, at.....	750	Gardner, Mass.:	
4 female, at.....	700	Teachers—	
2 female, at.....	650	1 male, at.....	1,920
1 female, at.....	550	1 male, at.....	1,240
1 female, at.....	500	9 female, at.....	760
2 female, at.....	450	1 female, at.....	700
1 female, at.....	350	Gloucester, Mass.:	
Bangor, Me.:		Principals—	
Principals—		1 male, at.....	2,300
1 male, at.....	2,200	Vice principals—	
Teachers—		2 male, at.....	1,300
1 male, at.....	1,600	1 male, at.....	1,200
2 male, at.....	1,100	Heads of departments—	
1 male, at.....	1,000	2 female, at.....	1,000
1 male, at.....	900	Teachers—	
15 female, at.....	750	5 female, at.....	800
3 female, at.....	650	3 female, at.....	750
Arlington, Mass.:		3 female, at.....	700
Principals—		1 female, at.....	550
1 male, at.....	2,400	1 female, at.....	400
Heads of departments—		Greenfield, Mass.:	
1 male, at.....	1,650	Principals—	
1 male, at.....	1,300	1 male, at.....	1,700
1 male, at.....	1,200	Vice principals—	
Teachers—		1 male, at.....	1,700
3 female, at.....	950	Teachers—	
3 female, at.....	900	1 male, at.....	1,000
1 female, at.....	850	1 female, at.....	870

1 Colored.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 25,000 and fewer than 50,000 inhabitants—Continued.

Lancaster, Pa.—Continued.		York, Pa.—Continued.	
Teachers—Continued.		Teachers—Continued.	
7 female, at.....	\$850	1 male, at.....	\$990
1 female, at.....	800	1 male, at.....	900
1 female, at.....	750	2 female, at.....	900
2 female, at.....	650	1 male, at.....	855
McKeesport, Pa.:		1 male, at.....	810
Principals—		2 female, at.....	765
1 male, at.....	2,300	1 female, at.....	720
Heads of departments—		2 female, at.....	675
1 male, at.....	1,500	2 female, at.....	630
Teachers—		1 female, at.....	405
1 male, at.....	1,700	Newport, R. I.:	
2 male, at.....	1,600	Principals—	
1 male, at.....	1,500	1 male, at.....	3,000
1 male, at.....	1,400	Vice principals—	
2 male, at.....	1,300	1 male, at.....	2,000
2 male, at.....	1,200	Teachers—	
1 female, at.....	1,200	1 male, at.....	2,500
2 male, at.....	1,100	1 male, at.....	1,600
3 female, at.....	1,100	1 male, at.....	1,400
3 female, at.....	1,000	1 male, at.....	1,200
1 female, at.....	800	6 female, at.....	1,200
New Castle, Pa.:		1 female, at.....	1,100
Principals—		1 female, at.....	1,000
1 male, at.....	1,890	1 female, at.....	900
Vice principals—		1 female, at.....	750
1 male, at.....	1,035	Warwick, R. I.:	
Heads of departments—		Principals—	
1 male, at.....	1,500	1 male, at.....	1,800
1 female, at.....	1,200	Teachers—	
1 male, at.....	1,035	1 male, at.....	1,150
1 male, at.....	1,000	1 female, at.....	900
1 male, at.....	900	3 female, at.....	800
Teachers—		1 female, at.....	750
1 female, at.....	945	1 female, at.....	700
1 male, at.....	900	1 female, at.....	600
2 female, at.....	900	Woonsocket, R. I.:	
1 male, at.....	855	Principals—	
1 female, at.....	855	1 male, at.....	1,800
3 female, at.....	810	Vice principals—	
2 female, at.....	765	1 male, at.....	1,200
2 male, at.....	720	Teachers—	
3 female, at.....	720	1 male, at.....	1,150
1 female, at.....	675	4 female, at.....	900
1 female, at.....	540	2 female, at.....	850
Shenandoah, Pa.:		Columbia, S. C.:	
Principals—		Principals—	
1 male, at.....	990	1 male, at.....	1,400
Vice principals—		1 female, at.....	1,035
1 female, at.....	828	Teachers—	
2 female, at.....	725	5 female, at.....	693
1 female, at.....	585	2 female, at.....	544
Williamsport, Pa.:		Chattanooga, Tenn.:	
Principals—		Principals—	
1 male, at.....	1,815	1 male, at.....	2,000
Vice principals—		1 male, at.....	1,350
1 male, at.....	1,365	Teachers—	
Heads of departments—		1 male, at.....	1,500
1 male, at.....	1,215	1 male, at.....	1,260
1 male, at.....	1,185	1 male, at.....	1,250
1 male, at.....	1,130	2 male, at.....	1,240
1 female, at.....	1,005	1 male, at.....	1,044
1 female, at.....	870	3 female, at.....	1,035
1 female, at.....	825	1 male, at.....	990
Teachers—		2 female, at.....	855
2 male, at.....	825	1 female, at.....	800
2 female, at.....	825	1 male, at.....	675
1 female, at.....	780	1 female, at.....	675
2 female, at.....	735	1 male, at.....	450
1 male, at.....	645	2 female, at.....	450
3 female, at.....	645	1 female, at.....	405
1 female, at.....	510	Knoxville, Tenn.:	
York, Pa.:		Principals—	
Principals—		1 male, at.....	1,800
1 male, at.....	2,000	Teachers—	
Teachers—		1 male, at.....	1,500
3 male, at.....	1,170	1 male, at.....	1,140
1 male, at.....	1,125	5 female, at.....	1,093
1 male, at.....	1,080	2 male, at.....	950
1 male, at.....	1,035	1 female, at.....	855
		7 female, at.....	713

1 Colored.

*1 colored.

TABLE 8.—*Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.**Cities having 25,000 and fewer than 50,000 inhabitants—Continued.*

Knoxville, Tenn.—Continued.		La Crosse, Wis.—Continued.	
Teachers—Continued.		Teachers—	
1 female, at.....	\$570	1 male, at.....	\$1,100
1 female, at.....	543	1 male, at.....	1,075
1 female, at.....	478	1 male, at.....	1,000
El Paso, Tex.:		2 female, at.....	1,000
Principals—		2 male, at.....	975
1 male, at.....	2,045	2 male, at.....	950
Heads of departments—		1 female, at.....	950
5 male, at.....	1,305	1 female, at.....	925
4 female, at.....	1,305	1 female, at.....	875
Teachers—		1 female, at.....	850
1 male, at.....	1,035	2 female, at.....	825
5 female, at.....	1,035	4 female, at.....	800
Ogden, Utah:		2 female, at.....	750
Principals—		1 female, at.....	725
1 male, at.....	2,500	1 female, at.....	700
1 male, at.....	1,700	Madison, Wis.:	
1 male, at.....	1,600	Principals—	
Teachers—		1 male, at.....	3,000
2 male, at.....	1,400	Vice principals—	
1 male, at.....	1,350	1 male, at.....	1,800
1 male, at.....	1,300	Heads of departments—	
2 male, at.....	1,250	1 male, at.....	1,650
4 male, at.....	1,200	1 male, at.....	1,500
2 female, at.....	1,200	2 male, at.....	1,300
1 male, at.....	1,150	1 male, at.....	1,250
1 female, at.....	1,150	1 female, at.....	1,000
1 female, at.....	1,050	Teachers—	
1 male, at.....	1,000	1 male, at.....	1,250
1 female, at.....	1,000	1 male, at.....	1,100
2 male, at.....	900	1 male, at.....	1,000
1 male, at.....	850	4 female, at.....	925
1 female, at.....	850	1 female, at.....	900
Portsmouth, Va.:		2 female, at.....	875
Principals—		3 female, at.....	850
1 male, at.....	1,800	5 female, at.....	825
Vice principals—		8 female, at.....	800
1 male, at.....	1,200	1 female, at.....	720
Teachers—		Oshkosh, Wis.:	
1 male, at.....	1,200	Principals—	
3 female, at.....	750	1 male, at.....	2,000
2 female, at.....	700	Teachers—	
1 female, at.....	450	2 male, at.....	1,200
Wheeling, W. Va.:		2 male, at.....	1,100
Principals—		1 female, at.....	975
1 male, at.....	1,995	1 female, at.....	925
Teachers—		3 female, at.....	825
4 male, at.....	1,150	1 male, at.....	800
2 male, at.....	950	5 female, at.....	800
1 female, at.....	950	6 female, at.....	775
8 female, at.....	890	2 female, at.....	750
1 female, at.....	800	1 female, at.....	725
Green Bay, Wis.:		1 female, at.....	700
Principals—		Sheboygan, Wis.:	
1 male, at.....	1,900	Principals—	
1 male, at.....	1,700	1 male, at.....	1,800
Teachers—		Heads of departments—	
1 male, at.....	1,100	2 male, at.....	1,200
2 male, at.....	1,050	1 male, at.....	1,150
2 male, at.....	1,000	1 female, at.....	1,000
1 female, at.....	1,000	1 male, at.....	950
4 female, at.....	900	1 male, at.....	900
1 male, at.....	850	1 female, at.....	900
4 female, at.....	850	Teachers—	
1 male, at.....	800	1 female, at.....	850
3 female, at.....	800	1 male, at.....	800
4 female, at.....	750	1 female, at.....	800
2 female, at.....	650	3 female, at.....	750
1 female, at.....	600	1 female, at.....	700
1 female, at.....	500	1 female, at.....	650
1 female, at.....	450	Superior, Wis.:	
1 male, at.....	400	Principals—	
La Crosse, Wis.:		1 male, at.....	2,400
Principals—		1 male, at.....	2,100
1 male, at.....	2,000	Teachers—	
Vice principals—		1 male, at.....	1,250
1 female, at.....	1,350	5 male, at.....	1,200
Heads of departments—		1 male, at.....	1,188
1 male, at.....	1,350	1 male, at.....	1,150
1 male, at.....	1,225	1 female, at.....	1,150
1 male, at.....	1,200	2 male, at.....	1,100
1 female, at.....	1,100	6 female, at.....	1,100
1 female, at.....	1,050	1 male, at.....	1,050

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 25,000 and fewer than 50,000 inhabitants—Continued.

Superior, Wis.—Continued.

Teachers—Continued.

1 female, at.....	\$1,050
1 male, at.....	1,000
1 female, at.....	1,000
2 female, at.....	955
3 female, at.....	950
2 female, at.....	905
1 female, at.....	900
1 female, at.....	858
1 female, at.....	850
1 female, at.....	808
1 female, at.....	750

Racine, Wis.:

Principals—

1 male, at.....	2,150
Vice principals—	
1 male, at.....	1,500

Racine, Wis.—Continued.

Teachers—

1 female, at.....	\$1,150
1 male, at.....	1,100
2 female, at.....	1,100
1 male, at.....	1,050
1 male, at.....	1,000
1 female, at.....	1,000
1 female, at.....	975
1 female, at.....	950
2 male, at.....	900
1 female, at.....	900
2 female, at.....	850
1 female, at.....	825
1 female, at.....	775
1 female, at.....	700
1 female, at.....	500

Cities having 10,000 and fewer than 25,000 inhabitants.

Selma, Ala.:

Principals—

1 male, at.....	\$1,500
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Teachers—

1 male, at.....	1,200
2 female, at.....	855

Tucson, Ariz.:

Principals—

1 male, at.....	2,025
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Teachers—

2 male, at.....	1,400
6 female, at.....	1,400

Fort Smith, Ark.:

Principals—

1 male, at.....	2,400
1 female, at.....	765

Heads of departments—

1 male, at.....	1,350
5 male, at.....	1,215
1 male, at.....	1,125
1 male, at.....	1,080
2 female, at.....	900

Teachers—

1 male, at.....	900
1 female, at.....	900
3 female, at.....	810
1 female, at.....	765
4 female, at.....	675
1 male, at.....	585
1 female, at.....	540
1 male, at.....	450
1 female, at.....	450

Alameda, Cal.:

Principals—

1 male, at.....	2,900
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Vice principals—

1 male, at.....	1,800
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Heads of departments—

2 male, at.....	1,740
2 female, at.....	1,740
1 male, at.....	1,620
1 male, at.....	1,560

Teachers—

8 female, at.....	1,440
2 female, at.....	1,260
1 female, at.....	1,200
1 female, at.....	720

Eureka, Cal.:

Principals—

1 female, at.....	1,800
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Vice principals—

1 male, at.....	1,400
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Teachers—

2 male, at.....	1,300
1 male, at.....	1,200
5 female, at.....	1,100
3 female, at.....	1,000

Fresno, Cal.:

Principals—

1 male, at.....	3,000
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Vice principals—

1 male, at.....	2,000
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Fresno, Cal.—Continued.

Heads of departments—

1 male, at.....	\$1,800
4 male, at.....	1,750
1 male, at.....	1,000
4 female, at.....	1,400
1 female, at.....	1,350

Teachers—

1 male, at.....	1,550
3 male, at.....	1,500
7 female, at.....	1,300
5 female, at.....	1,250
2 female, at.....	1,200
1 female, at.....	1,100

Long Beach, Cal.:

Principals—

1 male, at.....	2,400
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Vice principals—

1 male, at.....	1,800
2 males, at.....	1,500
1 female, at.....	1,400

Teachers—

1 male, at.....	1,600
4 male, at.....	1,400
22 female, at.....	1,400
1 male, at.....	1,300
3 female, at.....	1,300
1 male, at.....	1,200
5 female, at.....	1,200
2 male, at.....	1,100
1 male, at.....	500

Pomona, Cal.:

Principals—

1 male, at.....	2,000
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Heads of departments—

1 male, at.....	1,800
5 male, at.....	1,500
3 female, at.....	1,500
1 female, at.....	1,300

Teachers—

3 male, at.....	1,400
5 female, at.....	1,400
2 male, at.....	1,300
1 female, at.....	1,300
3 female, at.....	1,200

Redlands, Cal.:

Principals—

1 male, at.....	1,800
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Vice principals—

1 male, at.....	2,400
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Heads of departments—

1 male, at.....	1,700
1 female, at.....	1,500

Teachers—

4 male, at.....	1,700
2 male, at.....	1,600
3 female, at.....	1,500
1 male, at.....	1,400
3 female, at.....	1,300
1 male, at.....	1,200
2 female, at.....	1,200
2 female, at.....	1,100

¹ Colored.² Average salary.³ Assistant.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Redlands, Cal.—Continued.		Middletown, Conn.:	
Teachers—Continued.		Principals—	
1 female, at.....	\$780	1 male, at.....	\$2,800
1 male, at.....	700	Vice principals—	
1 female, at.....	600	1 female, at.....	1,450
1 male, at.....	300	Heads of departments—	
San Bernardino, Cal.:		1 male, at.....	1,200
Principals—		1 male, at.....	1,100
1 male, at.....	2,000	1 male, at.....	1,000
Vice principals—		1 female, at.....	1,000
1 male, at.....	1,500	1 male, at.....	900
Heads of departments—		1 female, at.....	850
1 male, at.....	1,500	Teachers—	
1 female, at.....	1,400	4 female, at.....	800
Teachers—		1 female, at.....	775
1 male, at.....	1,500	4 female, at.....	750
2 female, at.....	1,300	2 female, at.....	700
2 male, at.....	1,200	1 female, at.....	650
6 female, at.....	1,200	1 female, at.....	600
1 female, at.....	1,100		
1 female, at.....	1,000	Naugatuck, Conn.:	
Santa Barbara, Cal.:		Principals—	
Principals—		1 male, at.....	1,800
1 male, at.....	2,750	Teachers—	
Vice principals—		1 male, at.....	1,200
1 male, at.....	2,000	1 female, at.....	1,050
Heads of departments—		1 male, at.....	1,000
3 male, at.....	1,500	1 female, at.....	900
1 female, at.....	1,500	3 female, at.....	850
Teachers—		2 female, at.....	800
4 male, at.....	1,400	Wallingford, Conn.:	
1 female, at.....	1,400	Principals—	
3 female, at.....	1,300	1 male, at.....	1,500
1 male, at.....	1,200	Vice principals—	
1 female, at.....	1,200	1 male, at.....	1,000
Santa Cruz, Cal.:		Teachers—	
Principals—		1 female, at.....	850
1 male, at.....	2,100	5 female, at.....	800
Heads of departments—		1 female, at.....	750
2 male, at.....	1,440	1 female, at.....	700
4 female, at.....	1,260	Athens, Ga.:	
Teachers—		Principals—	
5 female, at.....	1,200	1 male, at.....	1,800
Trinidad, Colo.:		1 female, at.....	750
Principals—		Teachers—	
1 male, at.....	1,650	8 female, at.....	720
Vice principals—		Columbus, Ga.:	
1 male, at.....	1,350	Principals—	
Teachers—		1 male, at.....	1,700
1 male, at.....	1,500	1 male, at.....	1,600
1 male, at.....	1,200	Teachers—	
1 male, at.....	1,100	1 male, at.....	1,400
6 female, at.....	1,100	2 male, at.....	1,300
1 male, at.....	1,000	2 male, at.....	1,200
2 female, at.....	900	1 female, at.....	1,075
Ansonia, Conn.:		1 male, at.....	1,050
Principals—		2 male, at.....	1,000
1 male, at.....	1,200	1 female, at.....	1,000
Teachers—		1 male, at.....	800
2 female, at.....	850	Rome, Ga.:	
1 male, at.....	750	Principals—	
1 female, at.....	750	1 male, at.....	1,500
1 female, at.....	725	1 female, at.....	720
1 male, at.....	700	Teachers—	
3 female, at.....	700	2 male, at.....	1,100
1 male, at.....	650	3 female, at.....	675
Danbury, Conn.:		Boise, Idaho:	
Principals—		Principals—	
1 male, at.....	2,200	1 male, at.....	2,500
Heads of departments—		Teachers—	
1 male, at.....	1,100	1 male, at.....	1,550
1 male, at.....	1,000	1 male, at.....	1,500
1 female, at.....	1,000	2 male, at.....	1,450
1 female, at.....	950	5 male, at.....	1,400
1 male, at.....	900	1 female, at.....	1,400
Teachers—		1 male, at.....	1,350
4 female, at.....	800	2 male, at.....	1,300
1 female, at.....	700	1 female, at.....	1,300
3 female, at.....	650	1 female, at.....	1,250
2 female, at.....	600	1 male, at.....	1,200
		4 female, at.....	1,200

¹ Also superintendent of schools.² Colored.³ Assistant.

TABLE 8.—*Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.**Cities having 10,000 and fewer than 25,000 inhabitants—Continued.*

New Brunswick, N. J.—Continued.

Teachers—Continued.	
1 female, at.....	\$1,000
3 female, at.....	950
1 female, at.....	900
Plainfield, N. J.:	
Principals—	
1 male, at.....	2,700
Teachers—	
2 male, at.....	1,900
1 male, at.....	1,800
1 male, at.....	1,700
2 male, at.....	1,600
2 male, at.....	1,500
1 male, at.....	1,400
4 female, at.....	1,300
1 female, at.....	1,200
2 female, at.....	1,100
2 female, at.....	1,000
5 female, at.....	900
1 female, at.....	700
Albuquerque, N. Mex.:	
Principals—	
1 female, at.....	1,400
Vice principals—	
1 female, at.....	1,100
Teachers—	
1 male, at.....	900
2 female, at.....	900
1 female, at.....	850
2 female, at.....	800
Batavia, N. Y.:	
Principals—	
1 male, at.....	1,900
Teachers—	
1 male, at.....	1,400
1 male, at.....	1,300
1 male, at.....	1,200
1 male, at.....	1,000
1 female, at.....	950
2 female, at.....	800
2 female, at.....	700
2 female, at.....	650
2 female, at.....	600
Corning, N. Y.:	
Vice principals—	
1 female, at.....	1,000
Teachers—	
2 male, at.....	950
1 female, at.....	900
1 female, at.....	850
1 male, at.....	800
2 female, at.....	800
3 female, at.....	775
1 female, at.....	150
Cohoes, N. Y.:	
Principals—	
1 male, at.....	1,500
Teachers—	
2 male, at.....	800
5 male, at.....	700
Dunkirk, N. Y.:	
Principals—	
1 male, at.....	1,800
Teachers—	
4 male, at.....	1,200
1 male, at.....	1,100
1 male, at.....	1,000
6 female, at.....	800
1 female, at.....	750
Fulton, N. Y.:	
Principals—	
1 male, at.....	1,750
Vice principals—	
1 male, at.....	950
Teachers—	
4 female, at.....	825
1 female, at.....	800
1 male, at.....	750
2 female, at.....	750
3 female, at.....	700
1 female, at.....	650
1 female, at.....	600

Geneva, N. Y.:

Principals—	
1 male, at.....	\$1,600
1 female, at.....	1,200
Teachers—	
2 male, at.....	1,200
1 male, at.....	1,100
2 female, at.....	850
1 male, at.....	800
8 female, at.....	800
1 female, at.....	750
1 female, at.....	500
Gloversville, N. Y.:	
Principals—	
1 male, at.....	2,000
Heads of departments—	
2 male, at.....	1,200
1 female, at.....	900
1 female, at.....	800
Teachers—	
1 female, at.....	950
1 female, at.....	900
8 female, at.....	750
1 female, at.....	700
2 female, at.....	650
2 female, at.....	600
Hornell, N. Y.:	
Principals—	
1 male, at.....	1,300
Teachers—	
2 female, at.....	850
1 female, at.....	770
1 female, at.....	760
1 female, at.....	750
3 female, at.....	700
4 female, at.....	650
1 female, at.....	620
Hudson, N. Y.:	
Principals—	
1 male, at.....	1,200
Teachers—	
1 female, at.....	800
1 female, at.....	775
2 female, at.....	750
1 male, at.....	700
1 female, at.....	700
1 female, at.....	575
Ithaca, N. Y.:	
Principals—	
1 male, at.....	1,500
1 male, at.....	1,400
1 male, at.....	1,200
Heads of departments—	
1 male, at.....	1,200
1 male, at.....	1,000
3 female, at.....	925
1 female, at.....	900
1 female, at.....	850
1 female, at.....	800
Teachers—	
1 female, at.....	925
1 female, at.....	900
1 female, at.....	850
2 female, at.....	800
1 female, at.....	700
1 female, at.....	650
1 female, at.....	400
1 male, at.....	360
Johnstown, N. Y.:	
Principals—	
1 male, at.....	1,450
Heads of departments—	
1 male, at.....	1,400
1 male, at.....	1,200
1 female, at.....	800
1 female, at.....	750
1 female, at.....	600
Teachers—	
1 female, at.....	875
1 female, at.....	850
2 female, at.....	750
2 female, at.....	700
1 female, at.....	675

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Rock Island, Ill.:		Logansport, Ind.:	
Principals—		Principals—	
1 male, at.....	\$2,200	1 male, at.....	\$1,620
Teachers—		Teachers—	
1 male, at.....	1,200	1 male, at.....	1,000
1 male, at.....	1,100	2 male, at.....	900
1 female, at.....	1,100	3 female, at.....	900
1 female, at.....	1,085	1 female, at.....	855
2 female, at.....	1,000	1 female, at.....	810
1 male, at.....	945	4 female, at.....	765
1 female, at.....	945	4 female, at.....	720
2 male, at.....	900	1 female, at.....	680
1 female, at.....	900		
1 female, at.....	810	Marion, Ind.:	
1 male, at.....	675	Principals—	
4 female, at.....	675	1 male, at.....	1,500
East Chicago, Ind.:		Teachers—	
Principals—		1 male, at.....	1,000
1 male, at.....	1,550	1 female, at.....	900
Heads of departments—		4 male, at.....	855
1 male, at.....	1,050	5 female, at.....	855
1 female, at.....	950	2 male, at.....	810
2 female, at.....	900	1 female, at.....	810
1 male, at.....	875	1 male, at.....	765
1 female, at.....	875	1 female, at.....	765
1 male, at.....	850	2 female, at.....	720
Gary, Ind.:		Mishawaka, Ind.:	
Principals—		Principals—	
2 male, at.....	1,800	1 male, at.....	1,500
Heads of departments—		Teachers—	
1 male, at.....	1,800	1 female, at.....	1,080
2 male, at.....	1,440	1 male, at.....	1,035
1 female, at.....	1,050	1 male, at.....	900
Teachers—		1 female, at.....	810
1 female, at.....	1,440	1 female, at.....	765
1 male, at.....	1,200	1 female, at.....	720
2 female, at.....	1,200		
2 female, at.....	1,100	Muncie, Ind.:	
1 male, at.....	1,000	Principals—	
4 female, at.....	1,000	1 male, at.....	1,500
1 female, at.....	900	Heads of departments—	
1 female, at.....	850	1 male, at.....	913
2 female, at.....	900	2 female, at.....	913
1 female, at.....	750	1 male, at.....	911
		2 male, at.....	900
Huntington, Ind.:		1 female, at.....	900
Principals—		Teachers—	
1 male, at.....	1,395	2 female, at.....	935
Vice principals—		1 female, at.....	890
1 male, at.....	1,035	3 female, at.....	868
Heads of departments—		1 male, at.....	833
2 male, at.....	900	2 female, at.....	833
5 female, at.....	900		
Teachers—		Peru, Ind.:	
2 male, at.....	810	Principals—	
1 female, at.....	810	1 male, at.....	1,125
Jeffersonville, Ind.:		Vice principals—	
Principals—		1 female, at.....	900
1 male, at.....	1,200	Teachers—	
Teachers—		1 male, at.....	855
1 male, at.....	900	2 male, at.....	810
1 male, at.....	785	1 female, at.....	765
4 female, at.....	720	2 female, at.....	720
2 female, at.....	675	1 female, at.....	675
Kokomo, Ind.:		Richmond, Ind.:	
Principals—		Principals—	
1 male, at.....	1,600	1 male, at.....	2,200
Heads of departments—		Vice principals—	
1 male, at.....	900	1 male, at.....	1,300
2 female, at.....	900	Heads of departments—	
1 female, at.....	855	1 male, at.....	1,300
1 male, at.....	675	2 male, at.....	1,300
Teachers—		2 male, at.....	1,100
1 male, at.....	945	1 female, at.....	1,100
2 male, at.....	900	3 female, at.....	1,000
1 male, at.....	810	1 female, at.....	950
4 female, at.....	810	Teachers—	
3 female, at.....	720	1 male, at.....	1,000
La Porte, Ind.:		1 female, at.....	950
Principals—		1 male, at.....	900
1 male, at.....	1,600	2 female, at.....	900
Teachers—		7 female, at.....	850
1 male, at.....	1,100	2 female, at.....	800
4 male, at.....	1,000	1 male, at.....	750
5 female, at.....	900	2 female, at.....	750
		1 female, at.....	700

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Boone, Iowa:		Ottumwa, Iowa:	
Principals—		Principals—	
1 male, at.....	\$1,500	1 male, at.....	\$2,000
Heads of departments—		Teachers—	
1 male, at.....	1,050	2 male, at.....	1,200
Teachers—		1 male, at.....	1,150
1 male, at.....	900	1 male, at.....	1,100
5 female, at.....	720	2 male, at.....	1,000
1 female, at.....	675	1 male, at.....	950
2 female, at.....	630	2 female, at.....	950
2 female, at.....	585	1 male, at.....	925
Burlington, Iowa:		4 female, at.....	900
Principals—		3 female, at.....	850
1 male, at.....	1,500	Coffeyville, Kans.:	
Vice principals—		Principals—	
1 male, at.....	1,250	1 male, at.....	1,250
Heads of departments—		Heads of departments—	
1 male, at.....	1,200	1 male, at.....	855
1 female, at.....	1,125	3 male, at.....	810
1 male, at.....	1,050	3 female, at.....	810
Teachers—		Teachers—	
1 male, at.....	1,100	1 female, at.....	755
1 female, at.....	1,100	4 female, at.....	720
1 male, at.....	1,075	1 female, at.....	675
1 male, at.....	1,050	Fort Scott, Kans.:	
1 male, at.....	950	Principals—	
1 female, at.....	855	1 male, at.....	1,400
1 female, at.....	850	Teachers—	
1 female, at.....	803	6 male, at.....	900
3 female, at.....	800	6 female, at.....	900
3 female, at.....	780	Hutchinson, Kans.:	
Fort Dodge, Iowa:		Principals—	
Principals—		1 male, at.....	1,600
1 male, at.....	1,800	Heads of departments—	
Teachers—		1 male, at.....	1,080
1 male, at.....	1,470	1 male, at.....	1,045
1 male, at.....	1,350	1 male, at.....	1,000
2 female, at.....	888	6 female, at.....	1,000
3 female, at.....	855	Teachers—	
2 female, at.....	853	2 male, at.....	900
2 female, at.....	810	1 female, at.....	900
Keokuk, Iowa:		1 female, at.....	855
Principals—		2 female, at.....	810
1 male, at.....	1,800	2 female, at.....	765
Teachers—		1 female, at.....	720
1 female, at.....	950	3 female, at.....	675
2 female, at.....	926	Independence, Kans.:	
2 female, at.....	879	Teachers—	
1 female, at.....	855	1 female, at.....	765
1 female, at.....	780	2 female, at.....	720
2 female, at.....	713	Leavenworth, Kans.:	
Marshalltown, Iowa:		Principals—	
Principals—		1 male, at.....	1,800
1 male, at.....	1,500	Heads of departments—	
Teachers—		5 male, at.....	945
1 male, at.....	950	3 female, at.....	900
4 male, at.....	900	Teachers—	
4 female, at.....	850	6 female, at.....	810
4 female, at.....	800	Parsons, Kans.:	
Mason City, Iowa:		Principals—	
Principals—		1 male, at.....	1,350
1 male, at.....	1,700	Teachers—	
Teachers—		3 male, at.....	990
1 male, at.....	1,400	1 male, at.....	900
1 male, at.....	1,300	5 female, at.....	900
1 male, at.....	1,050	1 male, at.....	810
1 male, at.....	1,000	1 female, at.....	810
2 male, at.....	900	1 female, at.....	765
2 male, at.....	855	1 female, at.....	675
1 female, at.....	855	1 male, at.....	585
3 female, at.....	720	Lawrence, Kans.:	
1 female, at.....	675	Teachers—	
1 female, at.....	653	1 male, at.....	990
Muscatine, Iowa:		1 female, at.....	855
Principals—		1 male, at.....	810
1 male, at.....	1,500	2 female, at.....	810
Teachers—		2 female, at.....	788
1 male, at.....	1,000	1 female, at.....	765
1 male, at.....	950	6 female, at.....	720
1 male, at.....	900	1 female, at.....	698
9 female, at.....	850	2 female, at.....	675
1 male, at.....	800	1 female, at.....	630
2 female, at.....	800		

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

McAlester, Okla.:		Chambersburg, Pa.:	
Principals—		Principals—	\$900
1 male, at.....	\$1,440	Teachers—	
2 male, at.....	1,200	3 male, at.....	720
1 male, at.....	1,000	3 female, at.....	720
1 female, at.....	810	2 female, at.....	630
1 female, at.....	695		
1 female, at.....	495	Dubois, Pa.:	
1 female, at.....	325	Principals—	
Tulsa, Okla.:		1 male, at.....	1,150
Principals—		Teachers—	
1 male, at.....	1,800	1 male, at.....	1,125
Teachers—		1 male, at.....	1,120
1 male, at.....	1,200	1 male, at.....	1,000
3 female, at.....	855	1 female, at.....	1,000
6 female, at.....	810	1 female, at.....	1,000
2 female, at.....	765	3 female, at.....	1,170
Salem, Oreg.:		Dunsmore, Pa.:	
Principals—		Principals—	
1 male, at.....	1,750	1 male, at.....	1,250
Teachers—		Heads of departments—	
1 male, at.....	1,400	1 male, at.....	1,000
1 male, at.....	1,080	1 male, at.....	960
1 male, at.....	990	Teachers—	
3 female, at.....	990	1 male, at.....	800
2 male, at.....	900	3 female, at.....	750
4 female, at.....	855	1 female, at.....	700
1 male, at.....	810	1 female, at.....	650
2 female, at.....	810	Greensburg, Pa.:	
1 male, at.....	765	Principals—	
3 female, at.....	765	1 male, at.....	1,800
1 male, at.....	720	Teachers—	
1 female, at.....	720	1 male, at.....	1,350
Beaver Falls, Pa.:		1 female, at.....	1,350
Principals—		1 female, at.....	1,200
1 male, at.....	1,100	1 male, at.....	1,150
Teachers—		3 male, at.....	1,125
1 male, at.....	1,000	3 male, at.....	1,000
2 male, at.....	900	2 female, at.....	1,000
2 female, at.....	900	1 male, at.....	900
1 female, at.....	855	3 female, at.....	900
1 male, at.....	810	Lebanon, Pa.:	
Braddock, Pa.:		Principals—	
Principals—		1 male, at.....	1,400
1 male, at.....	1,530	Vice principals—	
Vice principals—		1 male, at.....	855
1 male, at.....	990	Teachers—	
Teachers—		2 male, at.....	810
3 female, at.....	990	1 male, at.....	765
1 male, at.....	810	4 female, at.....	743
Butler, Pa.:		2 female, at.....	675
Principals—		1 male, at.....	608
1 male, at.....	2,400	McKees Rocks, Pa.:	
Teachers—		Teachers—	
1 male, at.....	1,305	1 female, at.....	100
1 female, at.....	970	Mahanoy, Pa.:	
1 male, at.....	945	Principals—	
3 female, at.....	900	1 male, at.....	1,200
1 female, at.....	810	Teachers—	
1 male, at.....	788	2 male, at.....	1,000
3 male, at.....	765	2 female, at.....	810
1 female, at.....	765	Monessen, Pa.:	
1 female, at.....	700	Principals—	
2 female, at.....	495	1 male, at.....	1,200
Carlisle, Pa.:		Teachers—	
Principals—		1 male, at.....	1,000
1 male, at.....	1,060	3 female, at.....	1,000
Vice principals—		1 female, at.....	1,000
1 female, at.....	823	Nanticoke, Pa.:	
Teachers—		Principals—	
5 male, at.....	680	1 male, at.....	1,500
4 female, at.....	585	Teachers—	
Carnegie, Pa.:		1 male, at.....	1,000
Principals—		1 male, at.....	900
1 male, at.....	1,400	1 female, at.....	900
Teachers—		1 female, at.....	750
1 male, at.....	1,200	Phoenixville, Pa.:	
1 male, at.....	1,050	Principals—	
1 female, at.....	1,000	1 male, at.....	1,400
2 female, at.....	925	Teachers—	
		1 male, at.....	1,200

1 Per month.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Greenfield, Mass.—Continued.		North Adams, Mass.:	
Teachers—Continued.		Principals—	
1 female, at.....	\$850	1 male, at.....	\$2,500
1 female, at.....	800	Vice principals—	
1 female, at.....	725	1 male, at.....	1,400
2 female, at.....	700	Teachers—	
Leominster, Mass.:		1 male, at.....	1,400
Principals—		1 male, at.....	1,000
1 male, at.....	2,000	2 male, at.....	900
Heads of departments—		2 female, at.....	900
3 male, at.....	1,800	1 male, at.....	850
1 female, at.....	775	3 female, at.....	850
Teachers—		3 female, at.....	800
1 female, at.....	900	1 male, at.....	700
1 male, at.....	750	1 female, at.....	700
1 female, at.....	750	1 female, at.....	600
2 female, at.....	700	1 female, at.....	400
3 female, at.....	600		
1 female, at.....	500	Peabody, Mass.:	
1 female, at.....	440	Principals—	
Marlboro, Mass.:		1 male, at.....	2,000
Principals—		Revere, Mass.:	
1 male, at.....	1,800	Principals—	
Teachers—		1 male, at.....	2,200
1 male, at.....	825	Teachers—	
6 female, at.....	825	1 male, at.....	1,600
1 male, at.....	775	1 male, at.....	1,200
2 female, at.....	775	1 male, at.....	1,000
3 female, at.....	700	3 female, at.....	850
Medford, Mass.:		1 female, at.....	800
Principals—		3 female, at.....	775
1 male, at.....	2,500	4 female, at.....	750
Vice principals—			
1 male, at.....	1,900	Southbridge, Mass.:	
1 male, at.....	1,800	Principals—	
1 female, at.....	1,500	1 male, at.....	1,500
Heads of departments—		Teachers—	
1 male, at.....	1,600	1 female, at.....	700
1 male, at.....	1,400	1 female, at.....	650
1 male, at.....	1,300	1 female, at.....	550
2 female, at.....	900	1 female, at.....	500
Teachers—		Wakefield, Mass.:	
1 male, at.....	1,500	Principals—	
1 male, at.....	1,300	1 male, at.....	2,200
1 male, at.....	900	Teachers—	
6 female, at.....	850	1 male, at.....	1,300
3 female, at.....	800	1 male, at.....	1,000
3 female, at.....	700	1 female, at.....	900
1 female, at.....	650	1 male, at.....	850
2 female, at.....	600	5 female, at.....	800
Methuen, Mass.:		2 female, at.....	750
Principals—		1 female, at.....	700
1 male, at.....	1,500	1 female, at.....	600
Vice principals—		1 female, at.....	400
1 male, at.....	1,000	Webster, Mass.:	
Teachers—		Principals—	
3 female, at.....	800	1 male, at.....	2,000
1 female, at.....	700	Vice principals—	
1 female, at.....	650	1 male, at.....	1,100
Milford, Mass.:		Teachers—	
Principals—		2 female, at.....	800
1 male, at.....	1,600	1 female, at.....	750
Vice principals—		1 female, at.....	650
1 male, at.....	900	1 female, at.....	600
Teachers—		Westfield, Mass.:	
1 female, at.....	850	Principals—	
3 female, at.....	800	1 male, at.....	2,600
1 female, at.....	650	Heads of departments—	
2 female, at.....	600	3 male, at.....	1,500
Newburyport, Mass.:		Teachers—	
Principals—		12 female, at.....	850
1 male, at.....	2,100	Weymouth, Mass.:	
Heads of departments—		Principals—	
1 male, at.....	1,300	1 male, at.....	1,700
1 male, at.....	1,200	Vice principals—	
1 male, at.....	1,100	1 female, at.....	900
Teachers—		Teachers—	
3 female, at.....	850	1 male, at.....	800
3 female, at.....	800	1 male, at.....	700
3 female, at.....	750	5 female, at.....	700
2 female, at.....	700	2 female, at.....	600
1 female, at.....	650		

1 Part time.

2 Average.

TABLE 8.—Salaries in public high schools of cities having 10,000 and fewer than 25,000

McAlester, Okla.:	
Principals—	
1 male, at.....	\$1,440
Teachers—	
2 male, at.....	1,200
1 male, at.....	1,000
1 female, at.....	810
1 female, at.....	685
1 female, at.....	495
1 female, at.....	325
Tulsa, Okla.:	
Principals—	
1 male, at.....	1,800
Teachers—	
1 male, at.....	1,200
3 female, at.....	855
6 female, at.....	810
2 female, at.....	765
Salem, Oreg.:	
Principals—	
1 male, at.....	1,750
Teachers—	
1 male, at.....	1,400
1 male, at.....	1,080
1 male, at.....	990
3 female, at.....	990
2 male, at.....	900
4 female, at.....	855
1 male, at.....	810
2 female, at.....	810
1 male, at.....	765
3 female, at.....	765
1 male, at.....	720
1 female, at.....	720
Beaver Falls, Pa.:	
Principals—	
1 male, at.....	1,100
Teachers—	
1 male, at.....	1,000
2 male, at.....	900
2 female, at.....	900
1 female, at.....	855
1 male, at.....	810
Braddock, Pa.:	
Principals—	
1 male, at.....	1,530
Vice principals—	
1 male, at.....	990
Teachers—	
3 female, at.....	990
1 male, at.....	810
Butler, Pa.:	
Principals—	
1 male, at.....	2,400
Teachers—	
1 male, at.....	1,305
1 female, at.....	970
1 male, at.....	945
3 female, at.....	900
1 female, at.....	810
1 male, at.....	788
3 male, at.....	765
1 female, at.....	765
1 female, at.....	700
2 female, at.....	495
Carlisle, Pa.:	
Principals—	
1 male, at.....	1,060
Vice principals—	
1 female, at.....	823
Teachers—	
5 male, at.....	680
4 female, at.....	585
Carnegie, Pa.:	
Principals—	
1 male, at.....	1,400
Teachers—	
1 male, at.....	1,200
1 male, at.....	1,050
1 female, at.....	1,000
2 female, at.....	925

S OF TEACHING.

Salary \$5,000 and fewer than 10,000

City	Sex	Rank	Salary	Sex	Rank	Salary
Charl.						
Dubu.						
Dunn.						
Greens.						
Lebanor.						
McKees.						
Mahand.						
Monessen.						
Nanticoke.						
Phoenixv.						

1 Per month.

SECRET

1 female.
Is, S. Dak.:

[illegible]

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Keene, N. H.—Continued.		Kearney, N. J.—Continued.	
Teachers—Continued.		Heads of departments—	
1 female, at.....	\$550	1 male, at.....	\$1,700
1 female, at.....	500	1 female, at.....	1,100
1 female, at.....	324	1 female, at.....	850
Laconia, N. H.:		Teachers—	
Principals—		1 male, at.....	1,300
1 male, at.....	1,800	1 male, at.....	1,275
Vice principals—		1 female, at.....	1,100
1 male, at.....	1,100	2 female, at.....	1,000
Teachers—		2 female, at.....	925
1 male, at.....	850	2 female, at.....	850
1 female, at.....	700	1 female, at.....	775
2 female, at.....	650	1 female, at.....	750
1 female, at.....	600	Long Branch, N. J.:	
Portsmouth, N. H.:		Principals—	
Principals—		1 male, at.....	2,000
1 male, at.....	1,800	Vice principals—	
Teachers—		1 male, at.....	1,700
4 male, at.....	950	Teachers—	
4 female, at.....	700	1 male, at.....	1,600
2 female, at.....	650	1 female, at.....	1,200
3 female, at.....	600	1 male, at.....	1,150
Asbury Park, N. J.:		2 female, at.....	1,050
Principals—		2 female, at.....	1,000
1 male, at.....	1,600	3 female, at.....	950
Teachers—		1 female, at.....	925
1 male, at.....	1,300	1 female, at.....	900
1 male, at.....	1,200	1 female, at.....	850
1 female, at.....	1,200	2 female, at.....	800
1 female, at.....	1,150	Millville, N. J.:	
1 female, at.....	1,025	Principals—	
1 female, at.....	950	1 male, at.....	1,100
1 female, at.....	925	Teachers—	
1 female, at.....	850	4 female, at.....	800
Bridgeton, N. J.:		1 female, at.....	650
Principals—		1 female, at.....	600
1 male, at.....	1,200	1 female, at.....	550
1 male, at.....	725	Montclair, N. J.:	
Teachers—		Principals—	
1 male, at.....	900	1 male, at.....	3,500
9 female, at.....	650	Vice principals—	
2 female, at.....	600	1 female, at.....	1,700
1 female, at.....	450	Teachers—	
Hackensack, N. J.:		1 male, at.....	2,250
Principals—		1 male, at.....	2,200
1 male, at.....	2,500	1 male, at.....	2,050
Teachers—		1 male, at.....	2,000
1 male, at.....	1,500	1 male, at.....	1,750
1 male, at.....	1,400	1 male, at.....	1,725
3 male, at.....	1,300	1 male, at.....	1,700
2 male, at.....	1,200	1 male, at.....	1,650
2 female, at.....	1,200	1 male, at.....	1,625
1 female, at.....	1,150	1 male, at.....	1,600
1 male, at.....	1,100	1 male, at.....	1,500
1 female, at.....	1,100	5 male, at.....	1,255
1 female, at.....	1,000	1 male, at.....	1,200
7 female, at.....	950	2 female, at.....	1,200
1 female, at.....	900	2 female, at.....	1,100
Harrison, N. J.:		1 female, at.....	1,050
Principals—		2 female, at.....	1,000
1 male, at.....	2,200	1 female, at.....	970
Teachers—		1 female, at.....	925
1 male, at.....	1,200	3 female, at.....	900
2 female, at.....	1,200	Morristown, N. J.:	
1 female, at.....	1,100	Principals—	
1 female, at.....	1,000	1 female, at.....	1,900
Irvington, N. J.:		Teachers—	
Principals—		1 male, at.....	1,600
1 male, at.....	1,600	1 male, at.....	1,300
Teachers—		1 male, at.....	1,190
1 male, at.....	1,500	1 female, at.....	1,050
1 female, at.....	1,100	1 male, at.....	1,000
1 female, at.....	1,000	2 female, at.....	950
1 female, at.....	950	2 female, at.....	925
1 female, at.....	850	1 female, at.....	725
Kearney, N. J.:		New Brunswick, N. J.:	
Principals—		Teachers—	
1 male, at.....	2,200	1 male, at.....	1,200
Vice principals—		3 male, at.....	1,100
1 male, at.....	1,650	3 female, at.....	1,050

Assistant.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

New Brunswick, N. J.—Continued.		Geneva, N. Y.:	
Teachers—Continued.		Principals—	
1 female, at.....	\$1,000	1 male, at.....	\$1,600
3 female, at.....	950	1 female, at.....	1,200
1 female, at.....	900	Teachers—	
Plainfield, N. J.:		2 male, at.....	1,200
Principals—		1 male, at.....	1,100
1 male, at.....	2,700	2 female, at.....	850
Teachers—		1 male, at.....	800
2 male, at.....	1,900	8 female, at.....	800
1 male, at.....	1,800	1 female, at.....	750
1 male, at.....	1,700	1 female, at.....	500
2 male, at.....	1,600	Gloversville, N. Y.:	
2 male, at.....	1,500	Principals—	
1 male, at.....	1,400	1 male, at.....	2,000
4 female, at.....	1,300	Heads of departments—	
1 female, at.....	1,200	2 male, at.....	1,200
2 female, at.....	1,100	1 female, at.....	900
2 female, at.....	1,000	1 female, at.....	800
5 female, at.....	900	Teachers—	
1 female, at.....	700	1 female, at.....	950
Albuquerque, N. Mex.:		1 female, at.....	900
Principals—		3 female, at.....	750
1 female, at.....	1,400	1 female, at.....	700
Vice principals—		2 female, at.....	650
1 female, at.....	1,100	2 female, at.....	600
Teachers—		Hornell, N. Y.:	
1 male, at.....	900	Principals—	
2 female, at.....	900	1 male, at.....	1,300
1 female, at.....	850	Teachers—	
2 female, at.....	800	2 female, at.....	850
Batavia, N. Y.:		1 female, at.....	770
Principals—		1 female, at.....	760
1 male, at.....	1,900	3 female, at.....	750
Teachers—		4 female, at.....	700
1 male, at.....	1,400	1 female, at.....	650
1 male, at.....	1,300	3 female, at.....	620
1 male, at.....	1,200	Hudson, N. Y.:	
1 male, at.....	1,000	Principals—	
1 female, at.....	950	1 male, at.....	1,200
2 female, at.....	800	Teachers—	
2 female, at.....	700	1 female, at.....	800
2 female, at.....	650	1 female, at.....	775
2 female, at.....	600	2 female, at.....	750
Corning, N. Y.:		1 male, at.....	700
Vice principals—		1 female, at.....	700
1 female, at.....	1,000	1 female, at.....	575
Teachers—		Ithaca, N. Y.:	
2 male, at.....	950	Principals—	
1 female, at.....	900	1 male, at.....	1,500
1 female, at.....	850	1 male, at.....	1,400
1 male, at.....	800	1 male, at.....	1,200
2 female, at.....	800	Heads of departments—	
3 female, at.....	775	1 male, at.....	1,200
1 female, at.....	150	1 male, at.....	1,000
Cohoes, N. Y.:		3 female, at.....	925
Principals—		1 female, at.....	900
1 male, at.....	1,500	1 female, at.....	850
Teachers—		1 female, at.....	800
2 male, at.....	800	Teachers—	
5 male, at.....	700	1 female, at.....	925
Dunkirk, N. Y.:		1 female, at.....	900
Principals—		1 female, at.....	850
1 male, at.....	1,800	2 female, at.....	800
Teachers—		1 female, at.....	700
4 male, at.....	1,200	1 female, at.....	650
1 male, at.....	1,100	1 female, at.....	400
1 male, at.....	1,000	1 male, at.....	380
6 female, at.....	800	Johnstown, N. Y.:	
1 female, at.....	750	Principals—	
Fulton, N. Y.:		1 male, at.....	1,450
Principals—		Heads of departments—	
1 male, at.....	1,750	1 male, at.....	1,400
Vice principals—		1 male, at.....	1,200
1 male, at.....	950	1 female, at.....	800
Teachers—		1 female, at.....	750
4 female, at.....	825	1 female, at.....	600
1 female, at.....	800	Teachers—	
1 male, at.....	750	1 female, at.....	875
2 female, at.....	750	1 female, at.....	850
3 female, at.....	700	2 female, at.....	750
1 female, at.....	650	2 female, at.....	700
1 female, at.....	600	1 female, at.....	675

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Johnstown, N. Y.—Continued.

Teachers—Continued.

3 female, at.....	\$650
2 female, at.....	625
1 female, at.....	600

Lackawanna, N. Y.:

Principals—

1 male, at.....	1,300
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Teachers—

1 female, at.....	850
1 female, at.....	800
1 female, at.....	750
1 female, at.....	700
1 female, at.....	650

Little Falls, N. Y.:

Principals—

1 male, at.....	1,300
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Vice principals—

1 female, at.....	850
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Teachers—

1 male, at.....	1,000
1 female, at.....	800
4 female, at.....	750

Lockport, N. Y.:

Principals—

1 male, at.....	1,980
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Teachers—

3 female, at.....	1,317
13 female, at.....	1,090

Middletown, N. Y.:

Principals—

1 male, at.....	2,000
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Vice principals—

1 female, at.....	1,100
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Teachers—

1 male, at.....	1,350
1 male, at.....	1,280
1 male, at.....	1,150
1 male, at.....	1,060
5 female, at.....	950
1 female, at.....	900
1 female, at.....	750

North Tonawanda, N. Y.:

Principals—

1 male, at.....	1,900
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Teachers—

1 male, at.....	1,200
6 female, at.....	900
1 female, at.....	800
1 female, at.....	700

Olean, N. Y.:

Principals—

1 male, at.....	1,800
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Vice principals—

1 male, at.....	1,200
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Teachers—

2 male, at.....	1,050
1 male, at.....	950
1 female, at.....	825
3 female, at.....	775
7 female, at.....	750
1 female, at.....	725
1 female, at.....	700
2 female, at.....	675
2 female, at.....	650
1 female, at.....	450

Peekskill, N. Y.:

District No. 7:

Principals—

1 male, at.....	1,300
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Teachers—

1 male, at.....	1,000
1 female, at.....	1,000
3 female, at.....	800
1 female, at.....	700

District No. 8:

Teachers—

7 female, at.....	750
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1 Average.

2 Assistant.

Port Chester, N. Y.:

Principals—

1 male, at.....	\$1,800
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Teachers—

1 male, at.....	1,500
1 male, at.....	1,400
2 male, at.....	1,300
1 female, at.....	1,150
3 female, at.....	1,100
3 female, at.....	1,050
1 female, at.....	1,000
1 female, at.....	950

Rensselaer, N. Y.:

Teachers—

8 female, at.....	730
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Rome, N. Y.:

Principals—

1 male, at.....	2,000
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Teachers—

1 male, at.....	1,200
1 male, at.....	1,050
1 male, at.....	1,000
2 female, at.....	850
1 female, at.....	800
2 female, at.....	750
2 female, at.....	700
1 female, at.....	625
2 female, at.....	600
2 female, at.....	550

Saratoga Springs, N. Y.:

Principals—

1 male, at.....	1,700
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Teachers—

1 male, at.....	1,100
8 female, at.....	850
1 female, at.....	800
1 male, at.....	750
2 female, at.....	750

Asheville, N. C.:

Principals—

1 male, at.....	1,600
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Heads of departments—

1 male, at.....	900
2 male, at.....	800
1 male, at.....	750

Teachers—

1 female, at.....	800
2 female, at.....	650
1 female, at.....	600
1 female, at.....	600

Durham, N. C.:

Principals—

1 male, at.....	1,500
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Heads of departments—

1 male, at.....	800
2 male, at.....	1,200
2 male, at.....	1,100
3 female, at.....	750

Teachers—

1 male, at.....	1,150
1 male, at.....	1,100
1 female, at.....	800
2 female, at.....	700
2 female, at.....	650
1 female, at.....	550
1 female, at.....	350
1 female, at.....	325
1 female, at.....	300

Raleigh, N. C.:

Principals—

1 male, at.....	1,750
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Vice principals—

1 male, at.....	1,200
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Teachers—

1 female, at.....	800
2 female, at.....	750
1 female, at.....	700
1 female, at.....	600
1 female, at.....	540

3 Colored.

4 1 colored.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Winston-Salem, N. C.:		Lancaster, Ohio—Continued.	
Principals—		Teachers—Continued.	
1 male, at.....	\$1,350	3 female, at.....	\$900
Teachers—		3 female, at.....	750
1 male, at.....	990	Middletown, Ohio:	
1 male, at.....	850	Principals—	
2 female, at.....	585	1 male, at.....	1,300
2 female, at.....	540	Teachers—	
2 female, at.....	490	4 male, at.....	900
1 female, at.....	405	4 female, at.....	850
Fargo, N. Dak.:		1 female, at.....	800
Principals—		Norwood, Ohio:	
1 male, at.....	1,600	Principals—	
Vice principals—		1 male, at.....	1,800
1 female, at.....	1,100	Teachers—	
Teachers—		1 male, at.....	1,500
1 male, at.....	1,200	1 male, at.....	1,300
2 male, at.....	1,100	6 female, at.....	1,300
1 male, at.....	1,000	1 female, at.....	1,200
3 female, at.....	950	Piqua, Ohio:	
2 female, at.....	900	Principals—	
2 female, at.....	855	1 male, at.....	1,600
1 female, at.....	805	Teachers—	
1 female, at.....	760	1 male, at.....	1,000
Alliance, Ohio:		1 male, at.....	950
Principals—		1 male, at.....	925
1 male, at.....	1,500	4 female, at.....	900
Teachers—		1 male, at.....	850
2 male, at.....	1,050	2 female, at.....	750
1 male, at.....	1,000	Portsmouth, Ohio:	
1 female, at.....	900	Principals—	
1 male, at.....	850	1 male, at.....	1,500
1 male, at.....	800	Teachers—	
6 female, at.....	800	4 female, at.....	1,000
2 female, at.....	750	2 male, at.....	975
1 female, at.....	700	2 male, at.....	950
Bellare, Ohio:		2 male, at.....	900
Principals—		1 female, at.....	900
1 male, at.....	1,350	1 male, at.....	850
Teachers—		1 female, at.....	850
2 male, at.....	\$ 920	Sandusky, Ohio:	
3 female, at.....	\$ 810	Principals—	
Chillicothe, Ohio:		1 male, at.....	1,700
Principals—		Teachers—	
1 male, at.....	1,300	1 male, at.....	1,300
Teachers—		1 male, at.....	1,200
1 male, at.....	1,050	1 male, at.....	1,050
1 male, at.....	950	1 male, at.....	1,000
1 male, at.....	900	1 male, at.....	950
3 female, at.....	850	1 male, at.....	900
1 male, at.....	800	3 female, at.....	875
1 female, at.....	800	1 female, at.....	850
1 male, at.....	750	2 female, at.....	800
1 female, at.....	750	Tiffin, Ohio:	
Elyria, Ohio:		Principals—	
Principals—		1 male, at.....	1,500
1 male, at.....	1,600	Teachers—	
Teachers—		1 male, at.....	1,050
2 male, at.....	1,200	1 male, at.....	900
1 male, at.....	1,150	5 female, at.....	750
1 male, at.....	1,050	1 female, at.....	650
2 male, at.....	1,000	Chickasha, Okla.:	
1 female, at.....	1,000	Principals—	
2 female, at.....	950	1 male, at.....	1,500
1 male, at.....	900	Teachers—	
3 female, at.....	900	2 male, at.....	785
1 female, at.....	850	7 female, at.....	785
2 female, at.....	800	Enid, Okla.:	
2 female, at.....	750	Principals—	
1 female, at.....	700	1 male, at.....	1,200
Ironton, Ohio:		Teachers—	
Principals—		1 female, at.....	900
1 male, at.....	1,305	1 female, at.....	855
Lakewood, Ohio:		1 male, at.....	810
Principals—		1 female, at.....	810
1 male, at.....	1,998	1 male, at.....	720
Lancaster, Ohio:		2 female, at.....	720
Principals—		1 female, at.....	675
1 male, at.....	1,300	1 male, at.....	630
Teachers—		1 female, at.....	630
2 male, at.....	1,050	1 female, at.....	585
1 male, at.....	900	2 female, at.....	540
1 male, at.....	825	Assistant.	
Average.			

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

McAlester, Okla.:		Chambersburg, Pa.:	
Principals—		Principals—	\$900
1 male, at.....	\$1,440	Teachers—	
Teachers—		3 male, at.....	720
2 male, at.....	1,200	3 female, at.....	720
1 male, at.....	1,000	2 female, at.....	630
1 female, at.....	810	Dubois, Pa.:	
1 female, at.....	696	Principals—	
1 female, at.....	496	1 male, at.....	1 150
1 female, at.....	326	Teachers—	
Tulsa, Okla.:		1 male, at.....	1 125
Principals—		1 male, at.....	1 120
1 male, at.....	1,800	1 male, at.....	1 90
Teachers—		1 female, at.....	1 90
1 male, at.....	1,200	1 female, at.....	1 80
3 female, at.....	855	3 female, at.....	1 70
6 female, at.....	810	Dunmore, Pa.:	
2 female, at.....	766	Principals—	
Salem, Oreg.:		1 male, at.....	1,250
Principals—		Heads of departments—	
1 male, at.....	1,750	1 male, at.....	1,000
Teachers—		1 male, at.....	960
1 male, at.....	1,400	Teachers—	
1 male, at.....	1,080	1 male, at.....	800
1 male, at.....	990	3 female, at.....	750
3 female, at.....	900	1 female, at.....	700
2 male, at.....	900	1 female, at.....	650
4 female, at.....	855	Greensburg, Pa.:	
1 male, at.....	810	Principals—	
2 female, at.....	810	1 male, at.....	1,800
1 male, at.....	765	Teachers—	
3 female, at.....	765	1 male, at.....	1,350
1 male, at.....	720	1 female, at.....	1,350
1 female, at.....	720	1 female, at.....	1,200
Beaver Falls, Pa.:		1 male, at.....	1,150
Principals—		3 male, at.....	1,125
1 male, at.....	1,100	3 male, at.....	1,000
Teachers—		2 female, at.....	1,000
1 male, at.....	1,000	1 male, at.....	900
2 male, at.....	900	2 female, at.....	900
2 female, at.....	900	Lebanon, Pa.:	
1 female, at.....	855	Principals—	
1 male, at.....	810	1 male, at.....	1,400
Braddock, Pa.:		Vice principals—	
Principals—		1 male, at.....	855
1 male, at.....	1,530	Teachers—	
Vice principals—		2 male, at.....	810
1 male, at.....	990	1 male, at.....	765
Teachers—		4 female, at.....	743
3 female, at.....	990	2 female, at.....	675
1 male, at.....	810	1 male, at.....	608
Butler, Pa.:		McKees Rocks, Pa.:	
Principals—		Teachers—	
1 male, at.....	2,400	1 female, at.....	100
Teachers—		Mahanoy, Pa.:	
1 male, at.....	1,305	Principals—	
1 female, at.....	970	1 male, at.....	1,200
1 male, at.....	945	Teachers—	
3 female, at.....	900	2 male, at.....	1,000
1 female, at.....	810	2 female, at.....	810
1 male, at.....	788	Monessen, Pa.:	
3 male, at.....	765	Principals—	
1 female, at.....	765	1 male, at.....	1,200
1 female, at.....	700	Teachers—	
2 female, at.....	495	1 male, at.....	1,000
Carlisle, Pa.:		3 female, at.....	1 90
Principals—		1 female, at.....	1 85
1 male, at.....	1,060	Nanticoke, Pa.:	
Vice principals—		Principals—	
1 female, at.....	823	1 male, at.....	1,500
Teachers—		Teachers—	
5 male, at.....	680	1 male, at.....	1,000
4 female, at.....	585	1 male, at.....	900
Carnegie, Pa.:		1 female, at.....	900
Principals—		1 female, at.....	750
1 male, at.....	1,400	Phoenixville, Pa.:	
Teachers—		Principals—	
1 male, at.....	1,200	1 male, at.....	1,400
1 male, at.....	1,050	Teachers—	
1 female, at.....	1,000	1 male, at.....	1,200
2 female, at.....	925		

1 Per month.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Phoenixville, Pa.—Continued.			Washington, Pa.—Continued.		
Teachers—			Teachers—Continued.		
2 male, at.....	\$900		2 female, at.....	\$955	
2 female, at.....	750		1 female, at.....	900	
1 female, at.....	700		5 female, at.....	785	
1 female, at.....	600		1 female, at.....	720	
Pittston, Pa.:			West Chester, Pa.:		
Teachers—			Principals—		
1 female, at.....	950		1 male, at.....	1,900	
1 female, at.....	903		Vice principals—		
1 male, at.....	713		1 female, at.....	1,500	
Pottstown, Pa.:			Heads of departments—		
Principals—			1 male, at.....	1,600	
1 male, at.....	1,500		Teachers—		
Vice principals—			2 male, at.....	1,400	
1 male, at.....	1,200		1 female, at.....	1,400	
Teachers—			2 female, at.....	1,200	
2 male, at.....	1,000		1 male, at.....	1,000	
1 female, at.....	1,000		2 female, at.....	1,000	
2 male, at.....	900		2 female, at.....	960	
1 female, at.....	900		Wilkinsburg, Pa.:		
1 female, at.....	850		Principals—		
1 male, at.....	800		1 male, at.....	2,000	
1 female, at.....	800		Teachers—		
1 female, at.....	750		5 male, at.....	1,500	
Shamokin, Pa.:			2 male, at.....	1,350	
Principals—			1 female, at.....	1,350	
1 male, at.....	1,500		1 male, at.....	1,200	
Teachers—			1 female, at.....	1,200	
5 male, at.....	1,125		3 female, at.....	1,100	
6 female, at.....	900		2 male, at.....	1,000	
Sharon, Pa.:			1 female, at.....	1,000	
Principals—			1 female, at.....	955	
1 male, at.....	1,600		Central Falls, R. I.:		
Teachers—			Principals—		
2 male, at.....	1,100		1 male, at.....	1,700	
1 male, at.....	855		Vice principals—		
1 female, at.....	855		1 male, at.....	860	
1 male, at.....	810		Teachers—		
1 female, at.....	765		2 female, at.....	700	
1 female, at.....	720		2 female, at.....	650	
1 female, at.....	540		Spartanburg, S. C.:		
South Bethlehem, Pa.:			Principals—		
Principals—			1 male, at.....	1,400	
1 male, at.....	1,500		Teachers—		
Heads of departments—			5 female, at.....	630	
4 male, at.....	880		1 female, at.....	585	
1 female, at.....	880		Aberdeen, S. Dak.:		
Sunbury, Pa.:			Principals—		
Principals—			1 male.....	1,650	
1 male, at.....	1,350		Teachers—		
Vice principals—			1 male, at.....	1,200	
1 male, at.....	1,080		1 female, at.....	1,100	
Teachers—			1 male, at.....	1,000	
3 male, at.....	810		1 female, at.....	950	
2 male, at.....	720		2 male, at.....	900	
3 female, at.....	720		3 female, at.....	900	
Uniontown, Pa.:			2 female, at.....	855	
Principals—			1 female, at.....	810	
1 male, at.....	2,000		1 female, at.....	765	
Teachers—			Sioux Falls, S. Dak.:		
5 male, at.....	1,200		Principals—		
1 female, at.....	900		1 male, at.....	2,500	
4 female, at.....	810		Heads of departments—		
2 male, at.....	765		1 male, at.....	1,200	
1 male, at.....	720		1 female, at.....	1,200	
1 male, at.....	675		Teachers—		
1 female, at.....	675		1 male, at.....	1,200	
1 female, at.....	630		2 male, at.....	1,100	
1 female, at.....	450		5 female, at.....	1,100	
1 female, at.....	225		5 male, at.....	1,000	
Warren, Pa.:			2 female, at.....	1,000	
Principals—			2 female, at.....	900	
1 male, at.....	1,600		Beaumont, Tex.:		
Teachers—			Principals—		
5 male, at.....	1 104		1 male, at.....	1,700	
6 female, at.....	1 80		1 male, at.....	900	
Washington, Pa.:			Heads of departments—		
Principals—			7 female, at.....	900	
1 male, at.....	1,300		1 female, at.....	855	
Teachers—			Teachers—		
1 male, at.....	1,300		1 female, at.....	855	
2 male, at.....	1,080		2 female, at.....	810	

1 Average monthly salary.

2 Colored.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Beaumont, Tex.—Continued.

Teachers—Continued.

1 female, at.....	\$700
1 male, at.....	720
1 female, at.....	720
1 male, at.....	495
1 female, at.....	495

Cleburne, Tex.:

Principals—

1 male, at.....	1,750
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Heads of departments—

1 male, at.....	1,550
2 male, at.....	1,200
1 female, at.....	1,000

Teachers—

3 female, at.....	765
2 female, at.....	720
1 female, at.....	675
1 female, at.....	630

Dennison, Tex.:

Principals—

1 male, at.....	1,350
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Teachers—

1 male, at.....	1,250
2 male, at.....	1,100
3 female, at.....	900
1 female, at.....	850
1 female, at.....	750

Marshall, Tex.:

Principals—

1 male, at.....	1,200
1 male, at.....	720

Vice principals—

1 female, at.....	810
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Teachers—

1 female, at.....	855
1 male, at.....	765
1 female, at.....	765
3 female, at.....	630
1 female, at.....	425
1 female, at.....	405

Palestine, Tex.:

Principals—

1 male, at.....	1,350
1 male, at.....	675

Teachers—

4 male, at.....	900
4 female, at.....	810
1 male, at.....	450
1 female, at.....	450
1 female, at.....	405

Temple, Tex.:

Principals—

1 male, at.....	1,800
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Teachers—

3 male, at.....	1,305
1 male, at.....	1,260
1 male, at.....	1,200
1 female, at.....	900
1 female, at.....	855
3 female, at.....	765
2 female, at.....	720

Burlington, Vt.:

Principals—

1 male, at.....	2,400
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Teachers—

1 male, at.....	1,200
3 male, at.....	1,050
2 female, at.....	1,000
1 female, at.....	925
5 female, at.....	850
1 female, at.....	800
1 male, at.....	750
2 female, at.....	750
1 female, at.....	725
2 female, at.....	700
1 female, at.....	625
2 female, at.....	600
1 female, at.....	550
1 male, at.....	190

Alexandria, Va.:

Principals—

1 male, at.....	\$1,200
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Teachers—

1 male, at.....	1,000
1 male, at.....	650
2 female, at.....	650

Danville, Va.:

Principals—

1 male, at.....	1,500
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Teachers—

1 male, at.....	1,200
1 male, at.....	800
1 female, at.....	715
8 female, at.....	660

Staunton, Va.:

Teachers—

1 male, at.....	720
3 female, at.....	585
3 female, at.....	540

Aberdeen, Wash.:

Principals—

1 male, at.....	1,650
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Teachers—

1 female, at.....	1,140
4 male, at.....	1,090
1 female, at.....	1,090
1 female, at.....	1,000
1 female, at.....	900

Everett, Wash.:

Principals—

1 male, at.....	2,600
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Heads of departments—

3 male, at.....	1,500
1 female, at.....	1,320
1 male, at.....	1,300
1 female, at.....	1,260

Teachers—

1 male, at.....	1,400
1 male, at.....	1,170
4 female, at.....	1,140
2 male, at.....	1,090
5 female, at.....	1,080
1 male, at.....	1,020
5 female, at.....	1,020
1 female, at.....	1,000
1 female, at.....	900

North Yakima, Wash.:

Principals—

1 male, at.....	2,200
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Teachers—

2 male, at.....	1,300
2 female, at.....	1,300
1 male, at.....	1,250
1 male, at.....	1,200
1 female, at.....	1,200
2 female, at.....	1,150
1 male, at.....	1,100
5 female, at.....	1,100
3 female, at.....	1,050
1 male, at.....	1,000
2 female, at.....	1,000
1 male, at.....	900

Bluesfield, W. Va.:

Principals—

1 male, at.....	1,125
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Teachers—

1 male, at.....	900
1 female, at.....	810
3 female, at.....	765
1 male, at.....	720
2 female, at.....	720

Charleston, W. Va.:

Principals—

1 male, at.....	1,600
1 male, at.....	900

Teachers—

1 female, at.....	927
1 male, at.....	918
1 female, at.....	918

1 Colored.

TABLE 8.—Salaries in public high schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Charleston, W. Va.—Continued.		Fond du Lac, Wis.—Continued.	
Teachers—Continued.		Teachers—Continued.	
2 male, at.....	\$900	4 female, at.....	\$800
2 female, at.....	900	1 female, at.....	750
1 female, at.....	882	1 female, at.....	650
1 female, at.....	855		
1 female, at.....	810	Janesville, Wis.:	
1 female, at.....	720	Teachers—	
1 male, at.....	585	1 male, at.....	1,200
1 female, at.....	450	4 male, at.....	1,100
		1 male, at.....	950
Appleton, Wis.:		4 female, at.....	900
Principals—		2 female, at.....	850
1 male, at.....	2,500	1 female, at.....	808
Heads of departments—		1 female, at.....	500
1 male, at.....	1,200		
1 female, at.....	1,200	Kenosha, Wis.:	
1 male, at.....	1,150	Principals—	
1 male, at.....	1,100	1 male, at.....	1,600
1 female, at.....	1,000	Heads of departments—	
4 female, at.....	850	1 male, at.....	1,350
1 female, at.....	810	1 male, at.....	1,300
3 female, at.....	800	1 female, at.....	900
1 female, at.....	765	Teachers—	
1 female, at.....	720	1 male, at.....	1,200
1 female, at.....	700	1 male, at.....	1,100
		3 female, at.....	1,000
Ashland, Wis.:		2 female, at.....	950
Principals—		1 female, at.....	900
1 male, at.....	1,400	2 female, at.....	850
Teachers—		2 female, at.....	800
2 male, at.....	1,020	1 female, at.....	700
2 female, at.....	840		
3 female, at.....	780	Manitowoc, Wis.:	
1 male, at.....	760	Principals—	
1 female, at.....	760	1 male, at.....	1,900
3 female, at.....	720	Teachers—	
		1 male, at.....	1,650
Beloit, Wis.:		1 male, at.....	1,200
Principals—		1 female, at.....	1,200
1 male, at.....	2,000	1 male, at.....	1,100
Vice principals—		2 female, at.....	1,000
1 female, at.....	950	1 female, at.....	925
Teachers—		1 female, at.....	900
1 male, at.....	1,300	2 female, at.....	875
1 male, at.....	1,200	1 female, at.....	850
1 male, at.....	950	1 female, at.....	825
1 female, at.....	900	1 female, at.....	775
1 male, at.....	855		
1 female, at.....	850	Marinette, Wis.:	
6 female, at.....	808	Principals—	
2 male, at.....	780	1 male, at.....	1,800
4 female, at.....	760	Teachers—	
1 female, at.....	713	1 male, at.....	1,300
1 female, at.....	665	1 male, at.....	1,100
		1 male, at.....	950
Eau Claire, Wis.:		1 male, at.....	855
Principals—		4 females, at.....	784
1 male, at.....	1,900	1 male, at.....	760
Heads of departments—		2 females, at.....	713
1 male, at.....	1,100		
Teachers—		Wausau, Wis.:	
1 male, at.....	855	Principals—	
5 male, at.....	810	1 male, at.....	2,100
13 female, at.....	765	Teachers—	
1 female, at.....	675	1 male, at.....	1,000
2 female, at.....	630	1 female, at.....	990
		3 female, at.....	855
Fond du Lac, Wis.:		3 male, at.....	810
Principals—		5 female, at.....	810
1 male, at.....	1,900	3 female, at.....	765
Vice principals—		1 female, at.....	720
1 female, at.....	1,200	2 female, at.....	630
Heads of departments—			
1 male, at.....	1,175	Cheyenne, Wyo.:	
2 male, at.....	1,000	Principals—	
1 female, at.....	950	1 male, at.....	1,600
Teachers—		Teachers—	
2 male, at.....	1,000	4 female, at.....	1,020
1 female, at.....	900	1 male, at.....	980
3 female, at.....	850	2 female, at.....	980
1 female, at.....	825	1 male, at.....	900
1 female, at.....	808	1 female, at.....	900

¹ Part time.

TABLE 9.—*Salaries in public high schools in cities having 5,000 and fewer than 10,000 inhabitants.*[Figures in *italic* relate to men; the other figures to women.]

Cities.	Principal.		Heads of departments.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Huntsville, Ala.....					1	\$900
					3	630
New Decatur, Ala.....	1	\$810			3	518
Bisbee, Ariz.....	1	1,800			1	1,600
					1	1,080
					1	860
					1	958
					1	855
					1	808
Douglas, Ariz.....	1	1,980			1	1,080
					1	1,080
					1	990
Prescott, Ariz.....	1	1,800			1	1,850
					1	1,150
					2	1,000
Helena, Ark.....	1	1,100	1	\$1,800	1	846
					1	765
					2	675
Paragould, Ark.....	1	1,000			1	600
					2	600
Alhambra, Cal.....	1	2,000			2	1,600
					1	1,450
					3	1,450
					11	1,350
					1	1,250
					1	1,150
					2	1,050
					1	1,000
Marysville, Cal.....	1	2,100			1	1,600
					1	1,400
					1	1,200
					4	1,100
San Rafael, Cal.....	1	2,000			2	1,800
					7	1,200
Santa Ana, Cal.....	1	2,000	1	1,700	3	1,150
			1	1,800	17	1,150
			1	1,400		
			1	1,400		
			1	1,300		
Boulder, Colo.....	1	2,200			1	1,600
	1	1,600			1	1,400
					1	1,150
					3	1,050
					2	950
					1	870
					6	900
					1	850
					1	800
					1	685
					1	300
					1	225
Cannon City, Colo.....	1	1,700			1	1,850
	1	1,080			1	1,000
					1	1,000
					3	900
					1	450
Cripple Creek, Colo.....	2	1,650			3	1,300
					3	1,200
					2	1,080
					4	960
Grand Junction, Colo.....	1	1,800				
Leadville, Colo.....					1	1,060
					3	1,000
					1	1,000
					3	925
Branford, Conn.....					1	850
					2	650
					4	600
Derby, Conn.....	1	925			1	1,180
					1	825
					2	800
					2	750

1 Average.

2 Assistant.

3 Part time.

TABLE 9.—*Salaries in public high schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.*

Cities.	Principal.		Heads of departments.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
East Hartford, Conn.....	1	\$1,600			1	\$700
	1	700			1	650
					1	550
					1	500
Groton, Conn.....	1	1,200				
	1	550				
Huntington, Conn.....					1	1,100
					1	900
					1	900
					1	750
					1	650
					1	600
Killingly, Conn.....	1	1,400			1	900
					4	850
					1	600
					1	400
New Milford, Conn.....	1	1,100			2	650
					2	600
					1	550
Plainfield, Conn.....					1	800
					1	700
					2	650
Putnam, Conn.....					1	1,100
					1	900
					1	750
					1	700
					1	600
Southington, Conn.....	1	1,400			1	750
					3	700
					1	600
					1	525
Stafford, Conn.....	1	1,250			2	600
					1	565
					1	500
Stonington, Conn.....	1	1,600			1	660
					3	650
					1	600
					2	550
Stratford, Conn.....	1	1,200			1	850
					1	800
					1	700
					1	675
Albany, Ga.....	1	1,350			1	1,200
					1	1,125
					1	785
Americus, Ga.....	1	1,400			5	1,000
Dublin, Ga.....	1	1,350			1	1,000
					3	630
Elberton, Ga.....	1	900			1	900
	1	500			3	510
Fitzgerald, Ga.....	1	1,200			3	630
	1	1,000				
Gainesville, Ga.....	1	1,200			2	800
					1	675
Marietta, Ga.....	1	1,000			1	720
					1	720
					1	675
Thomasville, Ga.....	1	1,200			2	1,000
Lewiston, Idaho.....	1	1,350	2	\$810	1	1,035
			5	810		
Pocatello, Idaho.....	1	1,800			1	1,500
					1	1,200
					1	1,100
					2	1,060
					2	1,000
					1	720
Beardstown, Ill.....	1	900			2	765
					1	720
					2	675
					2	630

¹ Assistant.² Part time.³ Colored.

TABLE 9.—Salaries in public high schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Principal.		Heads of departments.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Charleston, Ill.....	1	\$1,000			1	\$765
					2	675
					1	630
					1	585
Dixon, Ill.....	1	1,098			1	765
					2	765
					3	720
					1	675
Edwardsville, Ill.....	1	1,100			1	765
	1	765			1	780
					2	630
					1	585
Granite, Ill.....	1	1,350			1	1,000
					1	835
					1	810
					1	810
					2	675
Herrin, Ill.....	1	1,080			1	800
					1	720
					2	675
Kewanee, Ill.....	1	1,800			1	1,350
					1	1,040
					1	850
					1	950
					2	903
					2	879
					1	855
					1	855
					1	784
					1	665
					1	618
					1	190
Monmouth, Ill.....	1	1,350			3	1,000
					2	900
					1	810
					2	810
					3	765
					2	720
					1	675
Mount Carmel, Ill.....	1	1,000			3	680
Murphysboro, Ill.....	1	1,960			3	900
					4	750
Olney, Ill.....	1	1,000			2	675
					3	675
Ottawa, Ill.....	1	2,500	3	\$1,400	1	1,300
			1	1,250	1	720
			2	1,100	2	450
Paris, Ill.....	1	1,200			1	900
					1	810
					2	810
					1	765
					3	720
					1	675
					1	585
Pekin, Ill.....	1	1,250			1	900
					1	850
					4	850
					3	800
Urbana, Ill.....	1	1,850			1	925
					2	855
					1	850
					2	810
					1	800
					3	765
					2	720
					1	700
Bedford, Ind.....	1	1,100			1	850
					6	785
					1	765
Clinton, Ind.....	1	1,800			1	800
					1	810
					2	765
					1	720

¹ Assistant.

TABLE 9.—*Salaries in public high schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.*

Cities.	Principal.		Heads of departments.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Columbus, Ind.....	1	\$1,380	3	\$800	1	\$765
	1	845	1	855	3	765
	1	945	1	855	2	675
					1	630
Connersville, Ind.....	1	1,500			1	1,100
	1	1,050			1	1,050
					4	945
					1	900
					1	900
Crawfordsville, Ind.....	1	1,200			1	945
					1	900
					1	900
					1	855
					2	835
					1	810
					2	810
					1	788
					1	765
					1	720
Frankfort, Ind.....	1	1,300			1	810
					1	855
					2	855
					3	810
					3	810
					1	765
Goshen, Ind.....	1	1,440	2	800	1	810
	1	1,000	2	810	1	720
			3	810		
			1	765		
			2	765		
			1	675		
Greensburg, Ind.....	1	1,200			1	1,080
					1	1,008
					1	900
					1	900
					1	810
					1	720
Hartford, Ind.....	1	1,150			1	788
					1	765
					1	743
					3	780
					2	720
					1	675
Lebanon, Ind.....	1	1,400			1	1,000
					2	800
					1	855
					1	855
					1	850
					1	765
					3	765
					1	675
Linton, Ind.....	1	1,000			1	900
					2	810
					1	810
					1	765
					1	675
Madison, Ind.....	1	1,125			1	780
	1	675			5	720
Newcastle, Ind.....	1	1,300			2	900
					6	810
Noblesville, Ind.....	1	1,035			1	855
					3	810
					1	765
Portland, Ind.....	1	1,200			1	900
					1	788
					2	765
					2	720
Shelbyville, Ind.....	1	1,300			3	823
					2	823
					1	900
					2	865

1 Assistant.

2 Colored.

TABLE 9.—Salaries in public high schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Principal.		Heads of departments.		Teachers.	
	Num- ber.	Salary.	Num- ber.	Salary.	Num- ber.	Salary.
Wabash, Ind.....	1	\$1,800			1	\$980
	1	860			1	900
					1	855
					1	800
					2	750
					1	700
					3	675
Whiting, Ind.....	1	1,800			1	1,100
					1	950
					2	800
					4	850
					1	800
Cedar Falls, Iowa.....	1	945			1	800
					4	765
					3	720
Centerville, Iowa.....	1	1,100			1	765
					1	720
					4	675
					5	630
					1	610
Charles City, Iowa.....	1	1,250			1	785
					2	760
					1	716
					1	700
					1	700
					1	685
Creston, Iowa.....	1	900			2	810
					1	655
					1	640
					1	630
					1	585
					2	540
Fort Madison, Iowa.....	1	1,250			1	755
					1	720
					5	720
Grinnell, Iowa.....	1	1,100			1	765
					1	720
					3	675
					1	665
					2	632
					1	630
					1	608
					1	585
Oelwein, Iowa.....	1	810			1	720
					1	675
					1	675
					1	653
					1	630
					1	608
Oscalosa, Iowa.....	1	1,400			1	855
					1	765
					1	765
					1	720
					2	720
					1	675
Arkansas City, Kans.....	1	1,300			1	810
					1	765
					2	720
					2	675
					3	630
					1	540
Chanute, Kans.....	1	1,300			1	855
					1	780
Emporia, Kans.....	1	1,400			1	1,000
					1	800
					1	845
					5	855
					1	810
					1	765
					3	765
					1	480
Galena, Kans.....	1	1,000			1	630
					3	630
					1	585

1 Assistant.

2 Part time.

TABLE 9.—*Salaries in public high schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.*

Cities.	Principal.		Heads of departments.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Iola, Kans.....	1	\$1,500			1	\$800
					1	810
					1	765
					1	765
					5	720
					1	630
Junction City, Kans.....	1	1,400			3	788
					1	743
					3	743
Newton, Kans.....	1	1,150			2	810
					1	765
					2	720
					1	630
Ottawa, Kans.....	1	1,500			1	810
					2	810
					3	765
					1	740
					1	720
Salina, Kans.....	1	1,000			2	900
	1	1,000			1	855
	1	1,000			1	855
					2	810
					1	765
					4	720
					2	675
Ashland, Ky.....	1	1,400			2	800
					1	855
					3	810
					1	765
Bowling Green, Ky.....	1	1,250			2	85
					1	80
					1	75
Dayton, Ky.....	1	1,000			2	750
Hopkinsville, Ky.....	1	1,400			1	900
	1	1,250			1	760
					2	700
					1	650
Mayfield, Ky.....	1	900			1	585
					1	495
					3	450
Maysville, Ky.....	1	1,250			1	1,000
					1	875
					1	825
					1	800
Bath, Me.....	1	1,000			1	725
					1	700
					2	650
					1	600
					2	500
					1	100
Brewer, Me.....	1	1,300			1	625
					1	550
					1	500
					1	475
Brunswick, Me.....	1	1,550			2	600
					3	550
Calais, Me.....	1	1,280			1	780
	1	800			1	640
					1	594
Gardiner, Me.....	1	1,500			1	900
					1	800
					1	600
					1	550
					2	450
Houlton, Me.....	1	1,300			2	600
	1	900			1	500
Presque Isle, Me.....	1	1,500			1	800
	1	900			1	700
					1	600
					1	550
					1	500
Rockland, Me.....	1	1,500			2	800
					1	800
					4	550

1 Assistant.

2 Part time.

3 Per month.

TABLE 9.—*Salaries in public high schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.*

Cities.	Principal.		Heads of departments.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Rumford, Me.....	1	\$1,600			1	\$900
	1	800			1	575
	1	850			1	800
Sanford, Me.....	1	1,800			2	750
					2	700
					2	650
Annapolis, Md.....	1	1,200			1	800
					2	800
					1	750
					1	700
					2	650
					7	800
Abington, Mass.....	1	2,000				
	1	1,000				
Amherst, Mass.....	1	1,750			4	650
	1	800				
Athol, Mass.....	1	1,800			1	1,000
					3	700
					2	600
					1	950
Belmont, Mass.....	1	1,800			4	800
	1	1,800			2	800
					6	800
Bridgewater, Mass.....	1	2,000			1	1,600
Concord, Mass.....	1	1,800			1	1,400
					1	1,000
					3	900
					3	800
					2	750
					1	650
Danvers, Mass.....	1	1,800			2	1,000
					1	1,000
					1	800
					1	800
					3	700
					2	650
Easthampton, Mass.....	1	1,500			1	700
					3	650
					1	550
					1	500
					1	140
Easton, Mass.....	1	1,700	1	\$1,500	1	850
	1	800			1	800
					1	700
					2	700
					1	550
					2	400
Franklin, Mass.....	1	1,800			1	650
					1	600
					3	600
					2	580
Grafton, Mass.....	1	1,800			1	600
					2	580
					1	500
Great Barrington, Mass.....	1	1,700			1	800
					2	650
					1	600
					2	550
Mansfield, Mass.....	1	1,500			3	750
	1	1,000			1	600
					1	500
Maynard, Mass.....	1	1,500			4	700
	1	1,800				
Middleboro, Mass.....	1	2,800			1	1,400
	1	1,100			1	850
					4	700
Milton, Mass.....	1	2,500			2	1,300
	1	1,800			1	1,200
					1	1,000
					5	900
					1	850
					1	800
Montague, Mass.....	1	1,400			1	750
					2	700
					2	650
					2	600

¹ Assistant.

TABLE 9.—Salaries in public high schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Principal.		Heads of departments.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Natick, Mass.....	1	\$1,800			4	\$300
	1 1	1,800			1	750
	1 1	1,100			2	700
					2	650
Needham, Mass.....	1	1,800			1	900
	1 1	1,800			1	840
					3	804
North Andover, Mass.....	1	1,000			2	700
					1	650
North Attleboro, Mass.....	1	1,600			1	1,150
					1	1,100
					2	800
					1	750
					1	725
					1	700
Northbridge, Mass.....	1	1,400			2	700
					1	660
					1	600
					1	440
Norwood, Mass.....	1	1,700			3	850
	1 1	850			1	800
					1	775
					1	700
Palmer, Mass.....	1	1,700	1	\$1,400	1	750
					5	750
Reading, Mass.....	1	2,200			1	1,200
					1	950
					3	800
					1	750
					2	700
					3	600
Rockland, Mass.....	1	1,300			4	700
	1 1	800			2	650
	1 1	800			1	350
Saugus, Mass.....	1	1,700			1	800
					1	650
					3	600
Spencer, Mass.....	1	1,300			1	800
					1	800
					1	700
Stoneham, Mass.....	1	2,000			6	700
	1 1	1,000			1 1	350
Stoughton, Mass.....	1	1,500			3	650
					1	600
Swampscott, Mass.....	1	2,000			1	900
	1 1	1,100			3	800
					1	750
					2	650
					1 1	250
Ware, Mass.....	1	1,700			1	1,000
					1	800
					1	725
					1	700
					1	650
					1	600
West Springfield, Mass.....	1	1,800	2	1,000	1	775
			1	850	1	650
					3	600
Westborough, Mass.....	1	1,800			1	1,000
					1	900
					1	700
					1	600
Whitman, Mass.....	1	1,600	1	850	5	825
	1 1	1,000				
Winchendon, Mass.....	1	2,000			1	1,000
					1	900
					1	800
					1	650
Winchester, Mass.....	1	2,250			4	900
	1	1,800			2	850
	1 1	1,550			2	825
	1 1	1,250			1	800
					1	750

1 Assistant.

TABLE 9.—Salaries in public high schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Principal.		Heads of departments.		Teachers.	
	Num- ber.	Salary.	Num- ber.	Salary.	Num- ber.	Salary.
Albion, Mich.....	1	\$1,350			1	\$1,350
					1	1,000
					1	700
					1	650
					1	625
					1	600
					1	550
					1	500
Benton Harbor, Mich.....	1	1,350			1	1,100
					1	785
					3	675
					2	625
					2	600
Boyme City, Mich.....	1	1,000			1	1,000
					1	950
					3	750
Cadillac, Mich.....	1	1,500			7	750
					2	700
Cheboygan, Mich.....	1	1,100			1	1,000
	1	800			4	650
	1	1,000				
Coldwater, Mich.....	1	1,000			1	750
	1	950			2	725
					2	700
					3	650
					1	625
Grand Haven, Mich.....	1	1,000			1	800
					1	800
					1	750
					1	750
					2	700
					1	650
Houghton, Mich.....	1	1,600			1	1,400
					1	1,300
					1	1,150
					3	1,000
					1	900
					3	850
					1	800
Ionia, Mich.....	1	1,100			1	950
	1	825			1	850
					1	800
					1	750
					2	650
Iron Mountain, Mich.....	1	1,400			1	1,000
					1	950
					1	900
					4	850
					2	800
Ludington, Mich.....	1	1,250			2	885
					1	800
					1	750
					2	700
					1	600
					1	450
Monroe, Mich.....	1	1,300			1	1,100
					2	800
					2	750
					1	700
Mount Clemens, Mich.....	1	1,250			1	1,000
					1	900
					2	850
					2	800
					1	750
Negaunee, Mich.....	1	1,300			1	1,200
					1	1,000
					1	900
					1	850
					1	800
					2	750
Niles, Mich.....	1	1,250			1	800
					1	750
					1	700
					3	700
					1	675

¹ Assistant.² 1 assistant.³ Average.⁴ Part time.

TABLE 9.—Salaries in public high schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Principal.		Heads of departments.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Owosso, Mich.....	1	\$1,800			1	\$1,000
					2	750
					5	700
St. Joseph, Mich.....	1	1,850			1	800
					1	900
					1	800
					1	725
					1	675
					1	650
					1	625
Three Rivers, Mich.....	1	1,100			1	1,000
					1	850
					1	800
					1	800
					2	750
					2	700
					2	650
Wyandotte, Mich.....	1	1,000			2	900
					3	850
Ypsilanti, Mich.....	1	1,400			1	1,400
					1	900
					1	800
					1	775
					1	725
					2	700
Albert Lea, Minn.....	1	1,100	1	\$810	2	675
	1	800	2	720		
			2	675		
Austin, Minn.....	1	1,250	1	1,800	2	720
			1	825	2	630
			1	675	2	585
Chisholm, Minn.....	1	1,300	1		1	1,350
					2	850
Cloquet, Minn.....	1	1,000			1	1,100
					1	1,080
					2	810
					1	765
					4	720
Crookston, Minn.....	1	1,400			1	1,100
					1	900
					1	900
					1	855
					2	810
					4	765
					1	585
Eveleth, Minn.....	1	1,800			1	1,300
					1	1,250
					1	1,200
					1	1,100
					1	950
					1	875
					1	850
					1	750
Fergus Falls, Minn.....	1	945			1	810
					1	765
					1	720
					1	720
					3	675
					1	540
Hibbing, Minn.....	1	2,500			1	1,600
					1	1,200
					1	1,150
					1	1,100
					1	1,100
					1	1,000
					1	950
					1	900
					1	850
					1	750
					1	700
New Ulm, Minn.....	1	1,000			1	800
					1	750
					1	700
					1	675
					2	650

¹ Assistant.

TABLE 9.—Salaries in public high schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Principal.		Heads of departments.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Owatonna, Minn.....	1	\$1,400			1	\$1,500
					1	900
					1	900
					1	855
					1	810
					1	810
					1	720
					1	700
					1	675
					2	630
					1	540
Columbus, Miss.....	1	1,800			1	640
					4	640
					1	570
Greenville, Miss.....	1	1,800			1	828
					1	810
					2	725
					1	720
Greenwood, Miss.....					2	750
					2	710
Laurel, Miss.....	1	1,550			1	1,550
	* 1	900			1	1,800
					2	900
					1	855
					1	743
					7	765
					1	720
McComb City, Miss.....	1	810			4	675
					1	500
Yazoo, Miss.....	1	1,400			4	720
Flat River, Mo.....	1	1,000			1	630
					2	585
Independence, Mo.....	1	1,800			1	900
					1	780
					11	675
Lexington, Mo.....	1	900			1	780
					1	675
					1	675
					1	630
Nevada City, Mo.....	1	1,200			1	900
					1	810
					3	675
					1	630
					1	585
					1	563
Poplar Bluff, Mo.....	1	1,800			2	810
					4	765
Webster Groves, Mo.....	1	1,350			1	950
					2	950
					1	845
					1	855
					1	813
					1	780
					1	760
					1	713
Beatrice, Nebr.....	1	1,300			1	900
	* 1	1,000			1	855
					1	765
					1	780
					6	720
					5	675
Fairbury, Nebr.....	1	1,300			2	765
					1	675
					5	675
					3	630
Fremont, Nebr.....	1	1,800			1	855
					1	810
					5	765
					2	720
					1	675
Kearney, Nebr.....	1	1,000			2	810
					4	720
					1	675
					5	675
					1	450

* Colored.

* Assistant.

TABLE 9.—Salaries in public high schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Principal.		Heads of departments.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Norfolk, Nebr.....	1	\$900			1	\$780
					1	720
					4	675
York, Nebr.....	1	1,500			1	945
	1	900			1	765
					6	720
					1	675
Franklin, N. H.....	1	1,400			4	600
	1	900			1	550
Dover, N. J.....	1	1,100			1	950
					1	900
					2	825
					3	800
					1	700
Englewood, N. J.....	1	2,300			1	1,375
					1	1,350
					1	1,325
					1	1,225
					1	1,200
					1	1,150
					1	1,100
					1	1,050
					1	1,000
					1	900
					1	800
					1	600
Hammononton, N. J.....					1	1,800
					1	1,000
					1	950
					1	900
					2	850
Nutley, N. J.....	1	1,800			1	1,300
					1	1,800
					1	1,200
					1	1,150
					1	1,100
					1	1,000
Princeton, N. J.....					1	950
					1	800
					1	900
					1	850
					1	800
Ridgewood, N. J.....	1	1,400			1	1,600
					1	1,050
					1	1,000
					1	950
					1	900
					1	850
					1	750
					1	700
Rutherford, N. J.....	1	1,600			1	1,200
					1	1,175
					1	1,150
					3	1,100
					1	1,075
					1	1,050
					1	1,025
					3	950
					2	875
					1	600
Salem, N. J.....	1	1,000			5	700
					2	650
South Amboy, N. J.....	1	1,000			2	900
					2	850
South Orange, N. J.....	1	2,150			1	1,850
					1	1,200
					1	1,150
					1	1,100
					1	1,000
					1	900
					1	750

¹ Assistant.

TABLE 9.—Salaries in public high schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Principal.		Heads of departments.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Vineland, N. J.....	1	\$1,000			1	\$800
					1	750
					4	750
					1	600
Santa Fe, N. Mex.....	1	1,050				
Canandaigua, N. Y.....	1 ¹	760				
					1	1,200
					1	800
					1	900
					1	800
					10	800
Catskill, N. Y.....	1	850			6	700
Haverstraw, N. Y.....					1	875
					1	850
					7	750
					1	550
Hoosick Falls, N. Y.....	1	1,100			1	950
					2	650
					1	600
					1	575
					1	550
					1	500
Hudson Falls, N. Y.....	1	1,100			2	900
					2	775
Ilion, N. Y.....	1	1,000			1	900
					6	800
Malone, N. Y.....	1	1,500			1	1,000
					1	800
					3	800
					3	700
Mamaroneck, N. Y.....	1	1,800			3	1,200
					1	1,000
					1	761
					1	747
Matteawan, N. Y.....	1	1,600			1	700
	1 ¹	725			1	650
					1	600
Mechanicsville, N. Y.....	1	1,000			1	600
	1 ¹	800			2	550
Medina, N. Y.....	1	1,100			1	740
					1	725
					1	700
					1	675
					2	650
					2	600
Newark, N. Y.....	1	1,400			6	713
North Tarrytown, N. Y.....	1 ¹	900			3	800
					1	750
					1	700
Norwich, N. Y.....						
Oneonta, N. Y.....	1	1,600			1	900
					1	850
					5	800
					2	700
					1	600
					1	440
Salamanca, N. Y.....	1	1,600			1	1,100
					3	750
					3	650
					1	600
Seneca Falls, N. Y.....	1 ¹	1,200			1	825
					1	800
					1	700
					1	650
					1	600
Solvay, N. Y.....	1	1,400			1	900
					1	700
					1	600
					2	575
					1	525

¹ Assistant.² Average.

TABLE 9.—Salaries in public high schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Principal.		Heads of departments.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Tarrytown, N. Y.					1	\$1,800
					1	1,800
					2	1,000
					3	900
					1	800
					1	750
					1	650
Tonawanda, N. Y.	1	\$1,800			8	800
Concord, N. C.	1	900			2	600
					1	400
Elizabeth City, N. C.	1	1,800			2	800
					1	540
Gastonia, N. C.	1	1,000			2	500
					2	440
					1	400
Goldsboro, N. C.					1	900
					3	520
					2	510
Newbern, N. C.					1	720
					1	720
					1	600
					2	528
Salisbury, N. C.	1	1,000			2	616
					2	425
Washington, N. C.	1	810			1	480
					3	440
					1	400
					1	380
Wilson, N. C.	1	1,100			1	360
					1	1,000
					1	675
					1	585
					1	473
Bismarck, N. Dak.	1	1,250			1	1,000
					3	900
					2	850
Devils Lake, N. Dak.	1	1,400			1	1,250
					1	1,200
					1	1,100
					1	810
					2	765
Minot, N. Dak.	1	1,000			1	1,100
					1	855
					4	810
Barberton, Ohio.	1	990			2	720
					1	648
					1	630
					1	600
					1	585
Bowling Green, Ohio.	1	1,100			1	900
					2	800
					1	765
Bucyrus, Ohio.	1	1,045			1	675
	1	903			1	1,045
					1	855
					1	808
					1	780
					1	713
					2	618
					1	523
Conneaut, Ohio.	1	1,200	2	\$960		
			1	900		
			1	855		
			1	800		
			3	713		
			2	618		
Coshocton, Ohio.	1	1,200			1	1,000
	1	1,000			1	850
					1	720
					1	675
					1	540
Delphos, Ohio.	1	1,150			1	720
					3	720

1 Part time.

2 Assistant.

TABLE 9.—*Salaries in public high schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.*

Cities.	Principal.		Heads of departments.		Teachers.	
	Num- ber.	Salary.	Num- ber.	Salary.	Num- ber.	Salary.
East Cleveland, Ohio.....					1	\$1,800
					1	1,700
					2	1,600
					1	1,500
					3	1,400
					1	1,400
					2	1,300
					1	1,200
					4	1,200
					5	1,100
					2	1,000
					1	900
Fostoria, Ohio.....	1	\$1,215			1	1,185
					1	1,080
					1	810
					1	720
					2	675
					2	630
Gallipolis, Ohio.....	1	1,200			1	775
	1	780			1	765
					1	702
					1	675
					1	640
Greenville, Ohio.....	1	1,100	1	\$900	2	1,000
			1	900	1	1,000
					3	900
					1	855
					3	810
					1	496
Jackson, Ohio.....	1	1,000			1	810
					1	675
					2	630
					1	585
Martins Ferry, Ohio.....	1	1,100			1	800
					1	810
					1	810
					2	765
					1	720
Nelsonville, Ohio.....	1	1,200			1	675
					1	675
					1	630
					1	585
					1	540
					1	540
New Philadelphia, Ohio.....	1	1,500			2	800
					1	810
					3	720
					1	630
Niles, Ohio.....	1	1,450			1	1,055
					1	810
					1	765
					2	720
					1	675
Painesville, Ohio.....	1	1,400			1	1,000
					1	960
					3	850
					3	750
Ravenna, Ohio.....	1	1,350			1	800
					1	800
					1	715
					1	700
					1	650
St. Bernard, Ohio.....	1	1,200			2	720
St. Marys, Ohio.....	1	1,000			3	675
Salem, Ohio.....	1	1,400			1	950
					1	800
					1	900
					1	800
					2	770
					1	780
Sidney, Ohio.....	1	1,300			2	900
					1	850
					2	700
					3	700

¹ Colored.

TABLE 9.—Salaries in public high schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Principal.		Heads of departments.		Teachers.	
	Num- ber.	Salary.	Num- ber.	Salary.	Num- ber.	Salary.
Troy, Ohio.....	1	\$1,800			1	\$950
					1	900
					2	800
					1	780
					1	750
					1	730
					1	712
Urbana, Ohio.....	1	1,150			3	808
					1	780
					1	760
					1	715
					1	713
Van Wert, Ohio.....	1	1,350			1	1,300
					1	800
					1	810
					1	765
					4	675
Washington C. H., Ohio.....	1	1,100			1	810
					1	750
					1	720
					2	630
					1	585
Wellston, Ohio.....	1	1,000			1	800
					1	780
					1	675
					1	630
Wellsville, Ohio.....	1	1,200			2	755
					2	735
					2	675
Wooster, Ohio.....	1	1,200			1	1,000
	1	800			1	850
					1	850
					1	800
					2	700
					5	650
Xenia, Ohio.....	1	1,200			2	900
	1	850			2	875
					1	850
					1	750
					1	700
					1	700
Ardmore, Okla.....	1	1,400			1	810
					1	780
					1	675
Bartlesville, Okla.....	1	1,200			3	800
					2	800
					1	600
Durant, Okla.....	1	900				
Elreno, Okla.....	1	1,100			6	630
Sapulpa, Okla.....	1	1,000			2	810
	1	720			1	630
Ashland, Oreg.....	1	1,200			1	810
					4	765
					2	720
Astoria, Oreg.....	1	1,500			1	1,000
					2	1,000
					1	900
					3	900
Baker, Oreg.....	1	1,035			6	890
					1	990
					1	855
Ambridge, Pa.....	1	1,200			1	800
					1	675
Ashland, Pa.....	1	1,200			1	800
					1	765
					1	495
Berwick, Pa.....	1	850			1	730
	1				1	720
					1	715
					1	670
					1	630
					1	585

1 Assistant.

TABLE 9.—Salaries in public high schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Principal.		Heads of departments.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Bloomsburg, Pa.....	1	\$1,200			1	\$900
					1	765
					2	765
					1	640
					2	485
Bristol, Pa.....					1	750
					1	720
					1	700
					1	650
Catasauqua, Pa.....	1	1,000			3	850
Charleroi, Pa.....	1	900			1	765
					1	765
					1	720
					1	675
Conahohocken, Pa.....	1	1,200			1	750
					1	700
					1	600
Corapolis, Pa.....	1	1,125			1	855
					1	810
					1	765
					1	720
Danville, Pa.....	1	1,200			1	1,000
					2	835
					1	680
Darby, Pa.....	1	750			1	750
					1	650
					1	625
					1	525
Donora, Pa.....					1	900
					1	765
					2	675
					4	500
Duryea, Pa.....	1	650				
Forest City, Pa.....	1	630				
	1	540				
Freeland, Pa.....	1	550			3	550
Glassport, Pa.....					1	900
					1	720
					1	675
					1	630
					1	450
Greenville, Pa.....	1	1,200			2	720
					1	720
					2	650
					1	600
					1	550
Hanover, Pa.....	1	1,125			1	810
					1	720
					1	585
					1	540
Huntingdon, Pa.....	1	1,000			1	720
					1	620
					1	585
					2	540
Indiana, Pa.....	1	1,125			1	1,400
	1	900			2	1,400
Jersey Shore, Pa.....	1	1,200			1	640
					2	540
Juniata, Pa.....					1	630
					3	540
Kane, Pa.....	1	1,100			4	720
					1	675
					2	630
					2	585
Kingston, Pa.....					1	900
					1	810
					1	785
					2	720
					1	675
Lansford, Pa.....	1	1,125			1	765
	1	765			1	720
					1	585
Lehighton, Pa.....	1	900			1	720
Lewiston, Pa.....	1	900			1	765
					2	720
					2	720

¹ Assistant.

TABLE 9.—*Salaries in public high schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.*

Cities.	Principal.		Heads of departments.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Lock Haven, Pa.....	1	\$1,000			1	\$810
					1	780
					1	680
					2	585
Middletown, Pa.....	1	780			1	880
					1	845
					1	645
Milton, Pa.....	1	1,200			2	720
	1	800			1	675
					1	585
					3	540
Minersville, Pa.....					1	1,035
					1	765
					2	765
Monongahela, Pa.....	1	1,035			1	945
					1	855
					1	780
					1	720
Mount Pleasant, Pa.....					1	900
					1	765
					1	780
					1	675
					1	630
Munhall, Pa.....	1	1,450			1	1,300
					2	1,080
					1	765
New Brighton, Pa.....	1	1,000			1	900
					2	855
					1	810
					1	700
New Kensington, Pa.....	1	1,380				
Northampton, Pa.....	1	1,250			3	900
	1	1,000				
Punxsutawney, Pa.....	1	1,035			1	1,000
					1	900
					1	810
					1	675
					2	630
Ridgway, Pa.....	1	1,600			1	1,000
					1	900
					1	765
					1	720
Rochester, Pa.....	1	1,200			2	800
					1	900
					1	810
					2	450
St. Marys, Pa.....					1	720
					2	720
Sayre, Pa.....	1	1,000			1	900
					1	800
					3	720
Scottdale, Pa.....	1	1,250			1	900
					2	765
					3	765
Swissvale, Pa.....	1	1,350			1	1,125
					1	990
					1	855
					1	810
Tarentum, Pa.....	1	1,450			2	1,200
					2	880
					1	860
					1	810
					1	675
Taylor, Pa.....	1	1,300			2	950
Titusville, Pa.....	1	1,600			1	1,200
					1	808
					1	780
					5	713
					1	665

¹ Assistant.² Part time.

TABLE 9.—Salaries in public high schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Principal.		Heads of departments.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Tyrone, Pa.....	1	\$1,100			1	\$800
					1	855
					2	765
					2	720
					1	675
West Berwick, Pa.....					1	540
Bristol, R. I.....	1	1,800			1	800
					2	700
					2	650
					1	500
Burrillville, R. I.....	1	900			1	650
					1	550
Warren, R. I.....					1	760
					2	670
Anderson, S. C.....	1	1,185			1	790
	1	450			4	540
					1	315
Greenwood, S. C.....	1	1,800				
Orangeburg, S. C.....					4	510
Huron, S. Dak.....	1	1,800			1	900
					1	810
					1	720
					2	695
					3	630
Lead, S. Dak.....	1	1,800			1	1,200
					1	1,150
					1	1,100
					1	1,100
					1	1,050
					2	900
Mitchell, S. Dak.....	1	1,800			1	1,180
					2	1,000
					2	900
					2	850
					6	850
Watertown, S. Dak.....	1	1,400			1	1,175
					1	900
					1	855
					3	765
					2	720
Bristol, Tenn.....	1	630			1	1,000
					2	585
					2	540
					1	495
Amarillo, Tex.....	1	1,185			2	900
					3	855
					1	675
					2	675
Brownwood, Tex.....	1	1,800			1	1,000
					1	900
					2	810
					1	720
Corpus Christi, Tex.....	1	1,440			1	890
					1	960
					1	900
					6	900
Corsicana, Tex.....	1	1,400			1	1,200
					2	1,150
					1	1,185
					2	900
					2	675
Greenville, Tex.....	1	1,800	4	\$1,125	6	630
					2	1,000
Hillsboro, Tex.....	1	1,300			2	855
					1	675
Taylor, Tex.....	1	1,800			1	810
					1	765
					1	720
					1	675
					1	540
Texarkana, Tex.....	1	1,800			1	900
					2	810
					2	765

1 Colored.

TABLE 9.—Salaries in public high schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Principal.		Heads of departments.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Weatherford, Tex.....	1	\$1,200	1	\$720	3	\$540
Wichita Falls, Tex.....	1	1,500	3	720	1	980
					1	945
					1	900
					3	900
					1	800
Battleboro, Vt.....	1	2,400			1	1,100
	1	950			1	880
					1	850
					3	800
					1	750
					1	700
Montpelier, Vt.....	1	1,600			1	1,200
					1	1,050
					1	800
					1	650
					2	600
St. Albans, Vt.....	1	1,350			3	730
	1	800			1	625
Bristol, Va.....	1	785			1	800
					3	540
					2	495
Clifton Forge, Va.....					1	630
					2	472
					1	450
Centralia, Wash.....	1	1,500			1	1,100
					1	950
					1	890
					1	855
					3	808
					2	780
Hoquiam, Wash.....	1	1,400			2	1,000
					4	1,000
Olympia, Wash.....	1	1,500			1	1,200
					1	1,140
					1	1,125
					1	870
					1	840
					2	840
					1	810
Vancouver, Wash.....	1	1,380			1	1,100
					1	1,000
					3	960
					3	900
					1	825
Clarksburg, W. Va.....	1	1,500			1	1,000
					1	900
					1	855
					4	855
					1	810
					3	810
Elkins, W. Va.....	1	1,380			2	855
					1	810
					1	720
					1	675
Grafton, W. Va.....	1	1,300			3	765
					5	765
					1	675
Morgantown, W. Va.....	1	1,500	1	1,125	1	810
	1	1,000	3	810	3	720
			1	720	1	675
Antigo, Wis.....	1	1,125			1	1,100
					1	1,000
					1	855
					1	810
					1	765
					1	740
					2	720
					5	675
					1	630
					1	585

1 Assistant.

2 Average.

TABLE 9.—*Salaries in public high schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.*

Cities.	Principal.		Heads of departments.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Baraboo, Wis.....					1	\$280
					1	379
					3	808
					2	760
					1	713
Beaver Dam, Wis.....	1	\$1,200			1	855
	1	800			1	760
					1	750
					1	725
Grand Rapids, Wis.....	1	1,480			1	1,040
					1	1,000
					1	800
					1	810
Marshfield, Wis.....	1	870			5	730
					2	760
					1	735
					3	713
					1	640
					1	618
Menasha, Wis.....					1	900
					1	880
					1	800
					1	800
					1	708
					1	600
Neenah, Wis.....	1	1,100			1	760
					1	740
					3	700
					1	650
Oconto, Wis.....	1	900			2	810
					1	810
					1	765
					1	630
					1	585
Rhineland, Wis.....					1	810
					1	810
					1	608
					1	675
					1	653
South Milwaukee, Wis.....	1	950			1	700
					2	650
					1	725
Stevens Point, Wis.....	1	1,200			2	855
					1	855
					2	703
					2	665
					1	618
Waukesha, Wis.....					1	1,100
					2	1,000
					1	975
					1	900
					1	850
					2	760
					1	700
West Allis, Wis.....					2	1,100
					2	850
					1	800
Laramie, Wyo.....	1	1,600			2	1,000
					1	1,000
					2	902
					2	300
Rock Springs, Wyo.....	1	1,125			1	1,040
Sheridan, Wyo.....	1	1,600			1	1,000
					2	1,000
					2	900
					2	650

1 Assistant.

2 Part time.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants.

Cities having more than 250,000 inhabitants.

San Francisco, Cal.:

Principals—

2 male, at.....	\$2,460
2 female, at.....	2,460
3 male, at.....	2,340
12 female, at.....	2,340
2 male, at.....	2,160
12 female, at.....	2,160
1 male, at.....	1,800
26 female, at.....	1,800
14 female, at.....	1,560
1 male, at.....	1,440
1 male, at.....	1,320
1 female, at.....	1,320

Vice principals—

2 male, at.....	1,620
21 female, at.....	1,620
8 female, at.....	1,500

Teachers—

1 male, at.....	1,464
1 female, at.....	1,464
6 female, at.....	1,320
18 female, at.....	1,284
5 female, at.....	1,260
1 male, at.....	1,224
284 female, at.....	1,224
2 male, at.....	1,200
109 female, at.....	1,200
1 male, at.....	1,164
211 female, at.....	1,164
4 female, at.....	1,152
9 female, at.....	1,140
1 female, at.....	1,104
1 male, at.....	1,080
9 female, at.....	1,080
2 female, at.....	1,056
4 female, at.....	1,032
1 male, at.....	1,020
4 female, at.....	1,020
5 female, at.....	1,008
10 female, at.....	984
28 female, at.....	960
18 female, at.....	924
24 female, at.....	900
1 male, at.....	840
119 female, at.....	840

Washington, D. C.:

Supervising principals—

18 male, at.....	2,700
1 male, at.....	2,600
2 female, at.....	2,600
1 male, at.....	2,200
1 female, at.....	2,200

Principals—

1 male, at.....	2,037
1 male, at.....	1,890
1 female, at.....	1,890
2 female, at.....	1,750
1 female, at.....	1,720
3 female, at.....	1,710
1 female, at.....	1,660
2 female, at.....	1,660
1 female, at.....	1,650
2 female, at.....	1,636
1 female, at.....	1,635
1 male, at.....	1,630
1 female, at.....	1,630
1 female, at.....	1,627
3 female, at.....	1,600
3 female, at.....	1,590
1 male, at.....	1,570
3 female, at.....	1,570
16 female, at.....	1,540
2 male, at.....	1,510
25 female, at.....	1,510
1 female, at.....	1,500
1 female, at.....	1,480
3 female, at.....	1,470

12 colored.

21 colored.

3 colored.

4 colored.

3 colored.

9 colored.

44 colored.

7 colored.

10 colored.

33 colored.

11 colored.

61 colored.

16 colored.

14 colored.

12 colored.

Washington, D. C.—Continued.

Principals—Continued.

1 male, at.....	\$1,460
1 male, at.....	1,450
1 female, at.....	1,445
1 female, at.....	1,420
1 female, at.....	1,380
1 female, at.....	1,360
1 male, at.....	1,360
1 female, at.....	1,360
1 female, at.....	1,360
5 female, at.....	1,350
1 female, at.....	1,344
14 female, at.....	1,340
1 female, at.....	1,330
1 male, at.....	1,310
1 female, at.....	1,310
1 female, at.....	1,292
1 female, at.....	1,284
6 female, at.....	1,280
1 male, at.....	1,260
5 female, at.....	1,260
1 male, at.....	1,230
1 female, at.....	1,230
5 female, at.....	1,220
1 female, at.....	1,200
1 female, at.....	1,190
1 female, at.....	1,169
2 female, at.....	1,160
1 female, at.....	1,130
1 male, at.....	1,100
1 female, at.....	1,100
1 female, at.....	1,070
1 female, at.....	1,060
1 male, at.....	1,040
2 female, at.....	1,040
2 male, at.....	950
1 male, at.....	890
1 female, at.....	890
1 female, at.....	800
1 male, at.....	750
1 female, at.....	700

Teachers—

2 female, at.....	1,350
1 female, at.....	1,310
1 female, at.....	1,270
1 female, at.....	1,230
1 female, at.....	1,110
2 female, at.....	1,070
39 female, at.....	1,040
4 female, at.....	1,010
1 female, at.....	990
4 male, at.....	980
173 female, at.....	980
25 female, at.....	950
33 female, at.....	920
3 male, at.....	890
23 female, at.....	890
1 male, at.....	890
20 female, at.....	890
1 female, at.....	850
22 female, at.....	830
10 female, at.....	825
7 male, at.....	800
70 female, at.....	800
2 male, at.....	775
44 female, at.....	775
3 male, at.....	750
71 female, at.....	750
2 male, at.....	725
36 female, at.....	725
6 male, at.....	700
146 female, at.....	700
1 male, at.....	675
62 female, at.....	675
2 male, at.....	650
59 female, at.....	650
64 female, at.....	625
50 female, at.....	600

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having more than 250,000 inhabitants—Continued.

Chicago, Ill.:

Principals—

58 male, at.....	\$3,100
60 female, at.....	3,100
2 male, at.....	3,000
3 female, at.....	3,000
2 male, at.....	2,900
1 female, at.....	2,900
22 male, at.....	2,800
8 female, at.....	2,800
10 male, at.....	2,700
9 female, at.....	2,700
11 male, at.....	2,600
12 female, at.....	2,600
3 male, at.....	2,500
6 female, at.....	2,500
1 male, at.....	2,400
3 female, at.....	2,400
1 male, at.....	2,300
3 male, at.....	2,200
2 female, at.....	2,200
2 male, at.....	2,100
2 female, at.....	2,100
4 male, at.....	2,000
9 female, at.....	2,000
4 female, at.....	1,900
3 male, at.....	1,800
14 female, at.....	1,800
1 female, at.....	1,375
1 male, at.....	1,350
1 female, at.....	1,350
1 male, at.....	1,300
5 female, at.....	1,300
1 female, at.....	1,275
1 female, at.....	1,250
1 female, at.....	1,075
1 female, at.....	1,050
1 female, at.....	1,000

Vice principals—

162 female, at.....	1,500
9 female, at.....	1,400
2 male, at.....	1,350
18 female, at.....	1,350
2 male, at.....	1,300
17 female, at.....	1,300
1 female, at.....	1,275
32 female, at.....	1,250
7 female, at.....	1,175

Teachers—

2 male, at.....	1,225
178 female, at.....	1,225
4 male, at.....	1,200
951 female, at.....	1,200
1,308 female, at.....	1,175
12 female, at.....	1,125
127 female, at.....	1,100
1 male, at.....	1,075
208 female, at.....	1,075
1 male, at.....	1,050
125 female, at.....	1,050
161 female, at.....	1,025
3 male, at.....	1,000
78 female, at.....	1,000
149 female, at.....	975
4 male, at.....	950
112 female, at.....	950
1 male, at.....	925
236 female, at.....	925
41 female, at.....	900
105 female, at.....	875
1 male, at.....	850
45 female, at.....	850
87 female, at.....	825
28 female, at.....	800
120 female, at.....	775
22 female, at.....	750
153 female, at.....	725
1 male, at.....	700
39 female, at.....	700
210 female, at.....	675

1 Heads of branch schools.

3 Colored.

1 colored.

2 colored.

Chicago, Ill.—Continued.

Teachers—Continued.

3 male, at.....	\$850
301 female, at.....	650

New Orleans, La.:

Principals—

1 male, at.....	1,400
17 female, at.....	1,350
7 female, at.....	1,300
10 female, at.....	1,250
12 female, at.....	1,200
5 female, at.....	1,150
1 female, at.....	1,100
3 female, at.....	1,050
2 male, at.....	1,000
2 female, at.....	1,000
2 male, at.....	900
3 female, at.....	900
1 male, at.....	800
3 female, at.....	800

Vice principals—

42 female, at.....	850
30 female, at.....	800

Teachers—

1 male, at.....	1,200
1 male, at.....	1,000
1 female, at.....	1,000
42 female, at.....	900
281 female, at.....	750
2 male, at.....	700
99 female, at.....	700
99 female, at.....	650
146 female, at.....	600
104 female, at.....	550
83 female, at.....	500
19 female, at.....	450
9 female, at.....	400

Baltimore, Md.:

Principals—

11 male, at.....	2,000
1 female, at.....	2,000
2 male, at.....	1,900

Vice principals—

10 male, at.....	1,500
1 male, at.....	1,300
16 male, at.....	1,200
45 female, at.....	1,200
1 male, at.....	1,100
1 female, at.....	1,100
1 male, at.....	1,000
3 female, at.....	1,000
2 male, at.....	900
1 female, at.....	900

Teachers—

1 male, at.....	1,200
1 male, at.....	1,008
12 male, at.....	900
4 female, at.....	900
3 male, at.....	800
310 female, at.....	800
37 female, at.....	750
10 male, at.....	700
559 female, at.....	700
4 female, at.....	650
8 male, at.....	600
216 female, at.....	600
41 female, at.....	550
5 male, at.....	500
92 female, at.....	500

Boston, Mass.:

Principals—

38 male, at.....	3,300
1 female, at.....	3,300
1 female, at.....	3,180
1 male, at.....	3,080
5 male, at.....	2,940
2 female, at.....	2,940
8 male, at.....	2,700
6 male, at.....	2,580
1 female, at.....	2,580

5 4 colored.

10 colored.

8 colored.

34 colored.

64 colored.

25 colored.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having more than \$50,000 inhabitants—Continued.

Boston, Mass.—Continued.

Vice principals—

1 male, at.....	\$2,348
31 male, at.....	2,340
6 male, at.....	2,220
6 male, at.....	2,100
6 male, at.....	1,980
6 male, at.....	1,860
8 male, at.....	1,740
11 male, at.....	1,620
1 female, at.....	1,536
6 male, at.....	1,500
1 female, at.....	1,452
43 female, at.....	1,356
2 female, at.....	1,308
1 female, at.....	1,260
23 female, at.....	1,212

Teachers—

1 female, at.....	1,476
1 female, at.....	1,308
7 female, at.....	1,272
27 female, at.....	1,260
61 female, at.....	1,224
101 female, at.....	1,212
1 female, at.....	1,200
639 female, at.....	1,176
75 female, at.....	1,128
1 female, at.....	1,104
76 female, at.....	1,080
1 female, at.....	1,056
51 female, at.....	1,032
73 female, at.....	984
35 female, at.....	936
3 female, at.....	912
49 female, at.....	888
94 female, at.....	840
104 female, at.....	792
1 female, at.....	780
1 male, at.....	744
126 female, at.....	744
2 male, at.....	696
52 female, at.....	696
2 male, at.....	648
107 female, at.....	648
9 male, at.....	600
88 female, at.....	600

Minneapolis, Minn.:

Principals—

2 male, at.....	2,300
1 male, at.....	2,200
1 female, at.....	2,200
1 female, at.....	2,138
2 male, at.....	2,100
1 female, at.....	2,100
1 male, at.....	2,088
1 female, at.....	2,050
1 female, at.....	2,000
1 male, at.....	1,950
2 female, at.....	1,950
1 male, at.....	1,900
1 female, at.....	1,875
3 male, at.....	1,800
4 female, at.....	1,800
1 female, at.....	1,775
1 female, at.....	1,725
1 male, at.....	1,700
2 female, at.....	1,700
1 female, at.....	1,650
4 female, at.....	1,600
1 male, at.....	1,500
4 female, at.....	1,500
1 female, at.....	1,450
5 female, at.....	1,400
3 female, at.....	1,300
1 female, at.....	1,250
7 female, at.....	1,200
8 female, at.....	1,100

Teachers—

612 female, at.....	1,000
32 female, at.....	950
1 male, at.....	900

* 1 colored.
* 2 colored.

* Colored.
* 3 colored.

* 12 colored.
* 43 colored.

Minneapolis, Minn.—Continued.

Teachers—Continued.

54 female, at.....	\$900
42 female, at.....	850
77 female, at.....	800
49 female, at.....	750
29 female, at.....	700
6 female, at.....	650
14 female, at.....	600

St. Louis, Mo.:

Principals—

30 male, at.....	3,000
5 female, at.....	3,000
1 male, at.....	2,850
2 female, at.....	2,850
5 male, at.....	2,700
2 female, at.....	2,700
3 male, at.....	2,500
2 female, at.....	2,500
2 male, at.....	2,300
1 male, at.....	2,200
2 female, at.....	2,200
3 male, at.....	2,150
4 male, at.....	2,000
5 female, at.....	2,000
2 male, at.....	1,900
2 male, at.....	1,800
2 male, at.....	1,640
1 female, at.....	1,640
2 male, at.....	1,500
1 female, at.....	1,500
1 female, at.....	1,400
1 female, at.....	1,260
12 female, at.....	1,220
1 male, at.....	1,100

Teachers—

61 female, at.....	1,300
1 female, at.....	1,240
4 female, at.....	1,180
185 female, at.....	1,120
2 female, at.....	1,072
688 female, at.....	1,032
1 female, at.....	1,020
158 female, at.....	972
63 female, at.....	900
77 female, at.....	800
92 female, at.....	700
52 female, at.....	640

Newark, N. J.:

Principals—

14 male, at.....	3,000
4 male, at.....	2,900
2 male, at.....	2,800
3 male, at.....	2,700
3 male, at.....	2,600
6 male, at.....	2,500
2 male, at.....	2,400
1 male, at.....	2,300
1 male, at.....	2,200
2 male, at.....	2,100
5 male, at.....	2,000
3 female, at.....	2,000
1 male, at.....	1,900
1 male, at.....	1,800

Vice principals—

1 male, at.....	1,600
19 female, at.....	1,600
3 female, at.....	1,500
4 female, at.....	1,400
53 female, at.....	1,300
1 male, at.....	1,200
6 female, at.....	1,200
1 female, at.....	1,000

Teachers—

43 female, at.....	1,300
80 female, at.....	1,200
297 female, at.....	1,100
1 female, at.....	1,030
1 male, at.....	1,000
94 female, at.....	1,000
62 female, at.....	930

* 6 colored.
* 4 colored.

* 10 colored.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having more than 250,000 inhabitants—Continued.

Newark, N. J.—Continued.

Teachers—Continued.

1 male, at.....	\$890
70 female, at.....	890
54 female, at.....	830
1 male, at.....	790
64 female, at.....	780
1 male, at.....	730
60 female, at.....	730
3 male, at.....	680
71 female, at.....	680
2 male, at.....	630
97 female, at.....	630
1 male, at.....	580
77 female, at.....	580

New York, N. Y.:

Principals—

184 male, at.....	3,500
153 female, at.....	3,500
10 female, at.....	3,200
6 male, at.....	3,250
1 male, at.....	3,150
16 female, at.....	3,020
12 male, at.....	3,000
1 female, at.....	3,000
7 female, at.....	2,780
8 male, at.....	2,750
3 female, at.....	2,540
3 male, at.....	2,400
28 female, at.....	2,400
1 male, at.....	2,260
1 male, at.....	2,100
2 male, at.....	1,945
1 female, at.....	1,920
1 female, at.....	1,840
1 male, at.....	1,630
10 female, at.....	1,600
1 female, at.....	1,540
2 female, at.....	1,430
1 female, at.....	1,360
1 female, at.....	1,060
1 female, at.....	1,000

Vice principals—

14 male, at.....	2,400
412 female, at.....	2,400
5 female, at.....	2,250
1 female, at.....	2,100

Teachers—

157 male, at.....	2,400
12 male, at.....	2,250
101 male, at.....	2,160
4 male, at.....	2,100
32 male, at.....	2,065
30 male, at.....	1,950
1 male, at.....	1,850
19 female, at.....	1,850
79 male, at.....	1,845
1,400 female, at.....	1,820
18 female, at.....	1,770
80 male, at.....	1,740
65 female, at.....	1,740
1 female, at.....	1,690
44 female, at.....	1,660
95 male, at.....	1,635
15 female, at.....	1,610
39 female, at.....	1,580
137 male, at.....	1,530
19 female, at.....	1,530
1 male, at.....	1,500
2,274 female, at.....	1,500
397 female, at.....	1,440
75 male, at.....	1,425
39 female, at.....	1,420
12 female, at.....	1,400
302 female, at.....	1,380
12 female, at.....	1,370
27 female, at.....	1,340
17 male, at.....	1,320
409 female, at.....	1,320
13 female, at.....	1,290
1 male, at.....	1,260

New York, N. Y.—Continued.

Teachers—Continued.

451 female, at.....	\$1,260
38 male, at.....	1,215
13 female, at.....	1,210
456 female, at.....	1,200
11 female, at.....	1,180
455 female, at.....	1,140
12 female, at.....	1,130
37 male, at.....	1,110
6 female, at.....	1,100
1 male, at.....	1,080
543 female, at.....	1,080
15 female, at.....	1,050
630 female, at.....	1,020
69 male, at.....	1,005
813 female, at.....	980
730 female, at.....	900
582 female, at.....	840
11 female, at.....	800
667 female, at.....	780
7 female, at.....	760
72 male, at.....	720
2,674 female, at.....	720

Cleveland, Ohio:

Principals—

1 female, at.....	2,000
1 female, at.....	1,980
1 female, at.....	1,960
1 male, at.....	1,920
2 female, at.....	1,880
2 female, at.....	1,840
3 female, at.....	1,800
5 female, at.....	1,740
2 female, at.....	1,700
3 female, at.....	1,680
3 female, at.....	1,650
2 female, at.....	1,620
5 female, at.....	1,560
16 female, at.....	1,560
1 female, at.....	1,520
4 female, at.....	1,500
14 female, at.....	1,480
1 female, at.....	1,440
4 female, at.....	1,400
1 female, at.....	1,360
7 female, at.....	1,320
1 female, at.....	1,280
2 female, at.....	1,240
2 female, at.....	1,200
2 female, at.....	1,160
1 female, at.....	1,120

Vice principals—

1 female, at.....	1,100
70 female, at.....	1,050
10 female, at.....	1,000
3 female, at.....	950
1 female, at.....	900
2 female, at.....	850

Teachers—

34 female, at.....	1,100
51 female, at.....	1,000
310 female, at.....	950
175 female, at.....	900
136 female, at.....	850
99 female, at.....	800
108 female, at.....	750
76 female, at.....	700
93 female, at.....	675
119 female, at.....	650
1 female, at.....	608
79 female, at.....	600
1 female, at.....	563
72 female, at.....	550
5 female, at.....	540
3 female, at.....	518
82 female, at.....	500
1 female, at.....	473
1 female, at.....	252
1 female, at.....	203

¹ Model teachers.² 4 model teachers.³ Lowest salaried teachers were in Nottingham. Nottingham schools annexed to Cleveland in 1913.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having more than 250,000 inhabitants—Continued.

Cincinnati, Ohio:

Principals—

26 male, at.....	\$2,400
4 male, at.....	2,200
1 male, at.....	2,100
6 male, at.....	2,000
10 male, at.....	1,900
7 male, at.....	1,800
1 male, at.....	1,700
2 male, at.....	1,600
1 male, at.....	1,400

Teachers—

26 male, at.....	1,600
4 male, at.....	1,500
6 male, at.....	1,400
4 male, at.....	1,300
1 male, at.....	1,250
6 male, at.....	1,200
1 male, at.....	1,100
1 male, at.....	1,000
478 female, at.....	1,000
7 male, at.....	950
22 female, at.....	950
8 male, at.....	900
25 female, at.....	900
1 male, at.....	875
1 male, at.....	850
73 female, at.....	850
3 male, at.....	825
2 female, at.....	775
2 male, at.....	750
30 female, at.....	750
1 female, at.....	725
1 male, at.....	700
33 female, at.....	700
1 male, at.....	650
37 female, at.....	650
4 male, at.....	600
21 female, at.....	600
1 female, at.....	550
5 female, at.....	500
4 female, at.....	450

Philadelphia, Pa.:

Supervising principals—

34 male, at.....	2,500
15 female, at.....	2,500
2 female, at.....	2,400
5 male, at.....	2,420
1 female, at.....	2,420
10 female, at.....	2,380
4 female, at.....	2,340
5 male, at.....	2,280
1 female, at.....	2,260
8 male, at.....	2,220
5 female, at.....	2,220
2 male, at.....	2,215
1 female, at.....	2,215
2 male, at.....	2,185
1 female, at.....	2,140
11 male, at.....	2,100
47 female, at.....	1,600
1 female, at.....	1,570
4 female, at.....	1,540
8 female, at.....	1,510
2 male, at.....	1,500
114 female, at.....	1,500
1 female, at.....	1,470

Principals—

1 male, at.....	1,640
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Philadelphia, Pa.—Continued.

Principals—Continued.

2 male, at.....	\$1,500
12 female, at.....	1,500
1 male, at.....	1,470
2 female, at.....	1,370
13 male, at.....	1,300
4 female, at.....	1,300
4 male, at.....	1,100
13 female, at.....	1,100
4 female, at.....	1,000
1 female, at.....	980
1 female, at.....	950
1 male, at.....	880
1 female, at.....	880

Teachers—

1 female, at.....	1,795
8 male, at.....	1,300
5 male, at.....	1,270
1 female, at.....	1,250
8 male, at.....	1,240
4 male, at.....	1,210
2 male, at.....	1,200
11 male, at.....	1,180
18 male, at.....	1,150
11 male, at.....	1,120
2 male, at.....	1,100
3 female, at.....	1,100
23 male, at.....	1,090
180 male, at.....	1,080
8 male, at.....	1,030
1842 female, at.....	1,000
47 female, at.....	970
14 male, at.....	950
1 female, at.....	950
28 female, at.....	940
13 female, at.....	920
25 female, at.....	910
972 female, at.....	900
25 female, at.....	880
181 female, at.....	870
15 male, at.....	850
26 female, at.....	850
78 female, at.....	840
13 female, at.....	820
77 female, at.....	810
36 male, at.....	800
11 female, at.....	790
4107 female, at.....	780
13 female, at.....	780
1124 female, at.....	750
140 female, at.....	720
1161 female, at.....	690
143 female, at.....	660
166 female, at.....	630
11 male, at.....	600
217 female, at.....	600

Milwaukee, Wis.:

Principals—

43 male, at.....	1,980
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Vice principals—

15 female, at.....	1,980
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Teachers—

4 male, at.....	1,080
35 female, at.....	1,080
2 female, at.....	900
17 male, at.....	876
755 female, at.....	876

Cities having 100,000 and fewer than 250,000 inhabitants.

Oakland, Cal.:

Principals—

10 male, at.....	\$2,400
1 female, at.....	2,400
8 male, at.....	2,000
2 female, at.....	2,000
5 male, at.....	1,800
1 female, at.....	1,800
1 female, at.....	1,600
3 male, at.....	1,500
5 female, at.....	1,500

*1 colored.
*2 colored.

*6 colored.
*3 colored.

Oakland, Cal.—Continued.

Principals—Continued.

1 female, at.....	\$1,260
4 female, at.....	1,200

Teachers—

239 female, at.....	1,200
41 female, at.....	1,140
109 female, at.....	1,080
37 female, at.....	1,020
5 female, at.....	900

*9 colored.
*5 colored.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 100,000 and fewer than 250,000 inhabitants—Continued.

Denver, Colo.:		Atlanta, Ga.—Continued.	
Principals—		Teachers—Continued.	
6 male, at.....	\$2,200	32 female, at.....	\$722
3 female, at.....	2,200	28 female, at.....	695
7 male, at.....	2,000	28 female, at.....	698
1 female, at.....	2,000	17 female, at.....	641
4 male, at.....	1,800	48 female, at.....	613
5 female, at.....	1,800	49 female, at.....	586
5 male, at.....	1,600	37 female, at.....	578
4 female, at.....	1,600	12 female, at.....	553
2 male, at.....	1,400	12 female, at.....	540
6 female, at.....	1,400	11 female, at.....	521
2 male, at.....	1,200	12 female, at.....	488
3 female, at.....	1,200	11 female, at.....	461
Teachers—		14 female, at.....	456
1 female, at.....	1,150	16 female, at.....	423
1 male, at.....	1,008	3 female, at.....	420
40 female, at.....	1,008	17 female, at.....	407
3 male, at.....	960	23 female, at.....	391
344 female, at.....	960	14 female, at.....	380
19 female, at.....	888	11 female, at.....	360
27 female, at.....	816	14 female, at.....	353
1 male, at.....	744	12 female, at.....	326
36 female, at.....	744	11 female, at.....	325
2 male, at.....	720	11 female, at.....	300
1 female, at.....	720	Indianapolis, Ind.:	
62 female, at.....	672	Supervising principals—	
15 female, at.....	600	1 male, at.....	2,000
Atlanta, Ga.:		2 male, at.....	1,800
Principals—		6 female, at.....	1,800
2 female, at.....	1,465	1 male, at.....	1,700
1 female, at.....	1,455	2 female, at.....	1,700
2 female, at.....	1,444	2 male, at.....	1,600
2 female, at.....	1,390	5 female, at.....	1,600
1 female, at.....	1,377	Principals—	
1 female, at.....	1,365	1 female, at.....	1,500
1 female, at.....	1,359	1 male, at.....	1,450
1 female, at.....	1,337	4 female, at.....	1,450
1 female, at.....	1,334	5 female, at.....	1,325
1 female, at.....	1,322	8 female, at.....	1,300
1 female, at.....	1,281	1 female, at.....	1,225
1 female, at.....	1,277	1 female, at.....	1,200
1 female, at.....	1,270	1 male, at.....	1,100
1 female, at.....	1,234	6 female, at.....	1,100
1 female, at.....	1,229	2 female, at.....	1,050
1 female, at.....	1,204	1 female, at.....	1,025
2 female, at.....	1,181	1 female, at.....	1,000
2 female, at.....	1,172	2 male, at.....	950
1 female, at.....	1,155	6 female, at.....	950
1 female, at.....	1,145	2 female, at.....	925
2 female, at.....	1,129	2 female, at.....	875
1 female, at.....	1,120	2 female, at.....	750
1 female, at.....	1,085	Vice principals—	
1 female, at.....	1,060	1 male, at.....	1,000
11 female, at.....	961	14 female, at.....	1,000
11 male, at.....	846	Teachers—	
11 female, at.....	846	3 female, at.....	1,400
11 female, at.....	796	2 female, at.....	1,300
1 female, at.....	788	1 female, at.....	1,250
11 female, at.....	709	2 female, at.....	1,150
13 female, at.....	700	1 female, at.....	1,125
11 female, at.....	473	4 female, at.....	1,100
11 female, at.....	466	1 female, at.....	1,050
11 female, at.....	391	1 female, at.....	1,025
Vice principals—		2 female, at.....	975
7 female, at.....	866	2 female, at.....	950
7 female, at.....	809	175 female, at.....	925
1 female, at.....	787	7 female, at.....	900
1 female, at.....	761	142 female, at.....	875
3 female, at.....	758	6 female, at.....	838
1 female, at.....	751	10 female, at.....	825
1 female, at.....	722	12 female, at.....	800
2 female, at.....	704	12 female, at.....	775
1 female, at.....	695	27 female, at.....	750
17 female, at.....	455	13 female, at.....	700
Teachers—		1 male, at.....	650
1 female, at.....	1,000	24 female, at.....	650
47 female, at.....	775	26 female, at.....	625
1 female, at.....	772	22 female, at.....	600
10 female, at.....	767	12 female, at.....	575
17 female, at.....	758	16 female, at.....	550
15 female, at.....	749	19 female, at.....	525

1 Colored.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 100,000 and fewer than 250,000 inhabitants—Continued.

Indianapolis, Ind.—Continued.		Fall River, Mass.:	
Teachers—Continued.		Principals—	
23 female, at.....	\$500	1 male, at.....	\$2,000
21 female, at.....	475	4 male, at.....	1,800
4 female, at.....	450	2 female, at.....	1,600
61 female, at.....	425	3 male, at.....	1,500
Louisville, Ky.:		1 male, at.....	1,300
Supervising principals—		1 male, at.....	1,200
5 female, at.....	1,650	1 female, at.....	1,100
Principals—		9 female, at.....	1,000
1 male, at.....	1,000	3 female, at.....	880
1 female, at.....	1,550	1 female, at.....	840
1 male, at.....	1,500	19 female, at.....	800
5 female, at.....	1,500	2 male, at.....	740
1 male, at.....	1,450	2 female, at.....	740
2 female, at.....	1,450	1 male, at.....	600
1 female, at.....	1,400	Vice principals—	
1 male, at.....	1,350	11 female, at.....	800
1 male, at.....	1,300	2 female, at.....	760
2 female, at.....	1,300	10 female, at.....	740
2 female, at.....	1,250	Teachers—	
3 female, at.....	1,200	277 female, at.....	700
2 female, at.....	1,150	2 female, at.....	660
2 male, at.....	1,100	3 female, at.....	600
2 female, at.....	1,100	11 26 female, at.....	500
1 female, at.....	1,050	11 20 female, at.....	480
1 male, at.....	950	11 41 female, at.....	460
1 female, at.....	950	Lowell, Mass.:	
3 female, at.....	900	Principals—	
1 female, at.....	850	7 male, at.....	2,000
4 female, at.....	800	1 male, at.....	1,900
Vice principals—		1 male, at.....	1,700
1 female, at.....	1,050	1 male, at.....	1,400
2 female, at.....	1,000	2 male, at.....	1,300
1 female, at.....	950	1 female, at.....	1,000
Teachers—		27 female, at.....	850
3 female, at.....	1,000	4 female, at.....	825
45 female, at.....	800	Teachers—	
1 male, at.....	750	127 female, at.....	800
79 female at.....	750	8 female, at.....	750
88 female, at.....	700	7 female, at.....	700
78 female, at.....	650	88 female, at.....	650
73 female, at.....	600	Worcester, Mass.:	
57 female, at.....	550	Principals—	
56 female, at.....	500	5 male, at.....	2,400
19 female, at.....	450	1 male, at.....	2,200
35 female, at.....	400	1 male, at.....	2,100
Cambridge, Mass.:		2 male, at.....	2,050
Principals—		1 male, at.....	1,900
8 male, at.....	2,300	1 female, at.....	1,700
1 female, at.....	2,300	1 female, at.....	1,650
1 male, at.....	2,100	1 male, at.....	1,600
1 male, at.....	1,900	1 male, at.....	1,550
1 male, at.....	1,820	1 female, at.....	1,500
1 male, at.....	1,600	1 male, at.....	1,400
1 male, at.....	1,340	8 female, at.....	1,400
1 male, at.....	1,320	1 male, at.....	1,350
1 male, at.....	1,300	1 male, at.....	1,100
1 male, at.....	1,200	4 female, at.....	1,100
6 female, at.....	1,000	1 female, at.....	1,075
1 female, at.....	828	1 female, at.....	1,040
1 female, at.....	822	1 female, at.....	975
2 female, at.....	816	4 female, at.....	900
1 female, at.....	810	1 female, at.....	875
3 female, at.....	804	1 female, at.....	850
1 female, at.....	792	2 female, at.....	825
Vice principals—		2 female, at.....	800
10 female, at.....	900	2 female, at.....	750
Teachers—		Vice principals—	
15 female, at.....	804	1 male, at.....	1,000
169 female, at.....	750	1 male, at.....	950
13 female, at.....	732	1 female, at.....	950
11 female, at.....	684	1 male, at.....	900
7 female, at.....	642	1 female, at.....	850
2 female, at.....	630	Teachers—	
19 female, at.....	600	2 female, at.....	1,000
15 female, at.....	570	1 male, at.....	950
11 female, at.....	510	1 female, at.....	900
1 Colored.	7 colored.	7 16 colored.	10 6 colored.
1 colored.	20 colored.	14 colored.	11 Assistants.
2 colored.	17 colored.	10 colored.	

TABLE 10.—*Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.**Cities having 100,000 and fewer than 250,000 inhabitants—Continued.*

Worcester, Mass.—Continued.

Teachers—Continued.

14 female, at.....	\$850
2 female, at.....	825
2 male, at.....	800
6 female, at.....	800
3 female, at.....	775
2 male, at.....	750
236 female, at.....	750
9 female, at.....	725
42 female, at.....	700
24 female, at.....	675
23 female, at.....	650
4 female, at.....	625
16 female, at.....	600
1 female, at.....	575
24 female, at.....	550
18 female, at.....	500

Grand Rapids, Mich.:

Principals—

1 female, at.....	1,245
1 female, at.....	1,275
2 female, at.....	1,205
5 female, at.....	1,170
1 male, at.....	1,135
4 female, at.....	1,135
2 female, at.....	1,065
4 female, at.....	1,030
7 female, at.....	995
1 female, at.....	960
1 female, at.....	925
1 female, at.....	870
1 female, at.....	860
1 female, at.....	820

Teachers—

3 female, at.....	900
3 female, at.....	850
200 female, at.....	800
23 female, at.....	750
10 female, at.....	700
12 female, at.....	650
10 female, at.....	600
13 female, at.....	550
16 female, at.....	500
8 female, at.....	450
13 female, at.....	400
3 female, at.....	350

St. Paul, Minn.:

Principals—

2 male, at.....	1,650
1 female, at.....	1,650
9 female, at.....	1,600
3 female, at.....	1,550
1 male, at.....	1,450
2 male, at.....	1,400
3 female, at.....	1,400
1 female, at.....	1,300
2 female, at.....	1,250
10 female, at.....	1,200
5 female, at.....	1,100
3 female, at.....	1,050
5 male, at.....	1,000
5 female, at.....	1,000

Teachers—

32 female, at.....	950
240 female, at.....	900
21 female, at.....	850
31 female, at.....	800
30 female, at.....	750
29 female, at.....	700
12 female, at.....	650
29 female, at.....	600
28 female, at.....	550
31 female, at.....	500
7 female, at.....	450

Paterson, N. J.:

Principals—

9 male, at.....	2,500
2 male, at.....	2,000
4 male, at.....	1,800
2 male, at.....	1,700
3 male, at.....	1,500
3 female, at.....	1,200

Paterson, N. J.—Continued.

Vice principals—

1 female, at.....	\$1,200
2 female, at.....	1,000

Teachers—

7 female, at.....	1,050
21 female, at.....	1,000
2 female, at.....	960
50 female, at.....	900
55 female, at.....	850
7 female, at.....	800
1 male, at.....	750
92 female, at.....	750
16 female, at.....	700
15 female, at.....	650
47 female, at.....	600
30 female, at.....	550
29 female, at.....	525
23 female, at.....	500
1 male, at.....	475
46 female, at.....	475

Albany, N. Y.:

Principals—

11 male, at.....	2,100
1 female, at.....	2,100
1 male, at.....	1,900
8 female, at.....	1,200

Teachers—

32 female, at.....	850
26 female, at.....	800
164 female, at.....	730
7 female, at.....	650
8 female, at.....	600
8 female, at.....	550
11 female, at.....	500

Rochester, N. Y.:

Teachers—

4 male, at.....	1,050
4 female, at.....	1,050
1 female, at.....	1,000
12 female, at.....	960
31 female, at.....	900
290 female, at.....	850
60 female, at.....	800
54 female, at.....	750
77 female, at.....	700
48 female, at.....	650
31 female, at.....	600
33 female, at.....	550
30 female, at.....	500

Dayton, Ohio:

Principals—

8 male, at.....	1,500
12 female, at.....	1,500
1 male, at.....	1,200
1 male, at.....	900
1 male, at.....	800

Vice principals—

1 male, at.....	800
24 female, at.....	800

Teachers—

146 female, at.....	700
33 female, at.....	675
14 female, at.....	650
13 female, at.....	625
11 female, at.....	600
9 female, at.....	575
15 female, at.....	550
26 female, at.....	500

Portland, Oreg.:

Principals—

10 male, at.....	2,150
2 male, at.....	2,100
1 female, at.....	2,100
3 male, at.....	2,050
2 male, at.....	2,000
2 male, at.....	1,950
1 female, at.....	1,950
1 male, at.....	1,850
2 male, at.....	1,780
1 female, at.....	1,750
4 male, at.....	1,700
3 male, at.....	1,680

1 Heads of departments.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 100,000 and fewer than 250,000 inhabitants—Continued.

Portland, Oreg.—Continued.		Memphis, Tenn.—Continued.	
Principals—Continued.		Teachers—Continued.	
1 female, at.....	\$1,550	85 female, at.....	\$900
6 male, at.....	1,400	4 female, at.....	840
2 female, at.....	1,250	8 female, at.....	780
1 male, at.....	1,200	14 male, at.....	720
1 female, at.....	1,200	29 female, at.....	720
2 male, at.....	1,150	25 female, at.....	660
Teachers—		11 male, at.....	624
127 female, at.....	1,100	34 female, at.....	624
250 female, at.....	1,050	11 male, at.....	600
128 female, at.....	1,000	53 female, at.....	600
5 female, at.....	950	9 female, at.....	540
16 female, at.....	925	14 female, at.....	480
23 female, at.....	900	17 female, at.....	420
6 female, at.....	875	11 male, at.....	380
10 female, at.....	850	31 female, at.....	380
28 female, at.....	825	Nashville, Tenn.:	
3 female, at.....	800	Principals—	
28 female, at.....	775	1 male, at.....	2,030
13 female, at.....	725	1 male, at.....	1,780
Scranton, Pa.:		4 male, at.....	1,580
Supervising principals—		1 male, at.....	1,480
1 male, at.....	1,500	2 male, at.....	1,380
1 male, at.....	1,400	1 male, at.....	1,330
3 male, at.....	1,150	2 male, at.....	1,280
1 female, at.....	1,150	1 male, at.....	1,230
Principals—		1 male, at.....	1,180
11 male, at.....	1,150	2 male, at.....	1,130
6 female, at.....	1,150	2 female, at.....	1,150
1 male, at.....	1,100	1 female, at.....	1,100
1 female, at.....	1,000	3 male, at.....	1,080
6 male, at.....	980	1 female, at.....	1,070
5 female, at.....	980	2 female, at.....	1,080
1 male, at.....	935	5 female, at.....	1,030
2 female, at.....	935	1 female, at.....	980
1 male, at.....	880	1 female, at.....	930
3 female, at.....	880	2 female, at.....	830
2 female, at.....	770	72 female, at.....	730
Vice principals—		Vice principals—	
33 female, at.....	715	7 female, at.....	1,130
Teachers—		Teachers—	
67 female, at.....	715	1 female, at.....	1,010
158 female, at.....	680	3 female, at.....	990
1 male, at.....	650	1 female, at.....	960
38 female, at.....	605	5 female, at.....	920
63 female, at.....	550	3 female, at.....	910
39 female, at.....	500	11 female, at.....	880
49 female, at.....	495	9 female, at.....	870
Providence, R. I.:		7 female, at.....	850
Principals—		44 female, at.....	830
10 male, at.....	2,500	11 male, at.....	810
2 male, at.....	2,300	1 female, at.....	810
3 male, at.....	2,200	1 male, at.....	780
2 male, at.....	1,500	54 female, at.....	780
Teachers—		8 female, at.....	730
17 female, at.....	1,000	11 male, at.....	720
12 female, at.....	950	15 female, at.....	710
31 female, at.....	925	5 female, at.....	690
42 female, at.....	900	11 male, at.....	680
39 female, at.....	825	20 female, at.....	680
229 female, at.....	800	11 male, at.....	660
20 female, at.....	750	21 female, at.....	660
35 female, at.....	700	6 male, at.....	630
39 female, at.....	650	17 female, at.....	630
49 female, at.....	600	11 female, at.....	610
44 female, at.....	550	14 female, at.....	580
28 female, at.....	350	11 female, at.....	580
Memphis, Tenn.:		11 female, at.....	510
Principals—		26 female, at.....	480
11 male, at.....	1,800	12 female, at.....	460
7 female, at.....	1,800	11 male, at.....	430
18 female, at.....	1,320	1 female, at.....	430
Vice principals—		5 female, at.....	380
1 female, at.....	1,620	Richmond, Va.:	
3 female, at.....	1,200	Supervising principals—	
11 female, at.....	900	1 male, at.....	2,100
Teachers—		3 male, at.....	1,875
27 female, at.....	1,980	1 male, at.....	1,850
21 female, at.....	1,020	1 female, at.....	1,850

¹ Colored.² Eighth grade and special teachers.³ 1 colored.⁴ 9 colored.⁵ 6 colored.⁶ 4 colored.⁷ 2 colored.⁸ 5 colored.⁹ 8 colored.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 100,000 and fewer than 250,000 inhabitants—Continued.

Richmond, Va.—Continued.

Supervising principals—Continued.

2 male, at.....	\$1,800
1 male, at.....	1,775
6 male, at.....	1,700
2 male, at.....	1,600
3 male, at.....	1,500
1 male, at.....	1,300

Principals—

1 male, at.....	1,000
1 female, at.....	870
3 female, at.....	855
1 male, at.....	850
3 female, at.....	810

Vice principals—

3 male, at.....	810
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Teachers—

29 female, at.....	765
1 female, at.....	750
93 female, at.....	720
1 female, at.....	708
5 female, at.....	685
3 male, at.....	670
18 female, at.....	660
3 male, at.....	625
2 female, at.....	620
14 female, at.....	595
2 male, at.....	580
20 female, at.....	575
2 female, at.....	550
30 female, at.....	530
6 female, at.....	505
2 female, at.....	495
1 female, at.....	485
1 female, at.....	475
21 female, at.....	460
4 female, at.....	440
1 female, at.....	430
7 female, at.....	410
24 female, at.....	405
6 female, at.....	385
2 female, at.....	350
3 male, at.....	340
11 female, at.....	340
5 female, at.....	225
11 female, at.....	195

Seattle, Wash.:

Principals—

1 male, at.....	2,200
12 male, at.....	2,040
1 male, at.....	1,944
1 female, at.....	1,944
2 male, at.....	1,920
1 female, at.....	1,902

Seattle, Wash.—Continued.

Principals—Continued.

1 female, at.....	\$1,850
1 male, at.....	1,808
1 female, at.....	1,806
3 male, at.....	1,764
3 male, at.....	1,722
3 male, at.....	1,680
6 male, at.....	1,624
2 male, at.....	1,584
1 female, at.....	1,584
1 male, at.....	1,542
4 female, at.....	1,542
5 male, at.....	1,500
1 female, at.....	1,500
1 male, at.....	1,362
1 male, at.....	1,320
1 male, at.....	1,200

Vice principals—

2 male, at.....	1,150
4 female, at.....	1,150

Teachers—

502 female, at.....	1,050
68 female, at.....	990
75 female, at.....	930
19 female, at.....	870
9 female, at.....	810
2 female, at.....	750

Spokane, Wash.:

Principals—

3 male, at.....	1,800
3 female, at.....	1,800
1 male, at.....	1,700
3 female, at.....	1,700
4 male, at.....	1,600
3 female, at.....	1,600
1 male, at.....	1,500
1 female, at.....	1,500
1 male, at.....	1,400
2 female, at.....	1,400
1 male, at.....	1,300
3 female, at.....	1,300
2 male, at.....	1,200
1 female, at.....	1,200
1 male, at.....	1,050
2 female, at.....	1,050

Teachers—

1 male, at.....	1,000
202 female, at.....	1,000
49 female, at.....	850
17 female, at.....	800
11 female, at.....	750
11 female, at.....	675
3 female, at.....	600

Cities having 50,000 and fewer than 100,000 inhabitants.

Waterbury, Conn.:

Principals—

1 male, at.....	\$2,400
1 male, at.....	2,050
1 male, at.....	2,000
1 male, at.....	1,900
1 male, at.....	1,800
1 female, at.....	1,300
1 female, at.....	1,150
1 female, at.....	1,125
2 female, at.....	1,100
5 female, at.....	1,000
1 female, at.....	900
1 female, at.....	800

Vice principals—

7 female, at.....	850
3 female, at.....	800
3 female, at.....	750
2 female, at.....	700
1 female, at.....	620
1 female, at.....	500

Teachers—

3 female, at.....	850
50 female, at.....	800
45 female, at.....	750

1 Colored.

3 colored.

4 colored.

Waterbury, Conn.—Continued.

Teachers—Continued.

15 female, at.....	\$700
8 female, at.....	660
31 female, at.....	620
18 female, at.....	600
19 female, at.....	550
17 female, at.....	500
1 female, at.....	450

Savannah, Ga.:

Principals—

8 male, at.....	2,000
1 female, at.....	2,000
3 female, at.....	1,200

Teachers—

9 female, at.....	765
12 female, at.....	720
17 female, at.....	675
15 female, at.....	630
15 female, at.....	585
18 female, at.....	540
24 female, at.....	495
9 female, at.....	450
27 female, at.....	405

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 50,000 and fewer than 100,000 inhabitants—Continued.

East St. Louis, Ill.:

Principals—

17 male, at.....	\$1,600
3 male, at.....	1,300
1 female, at.....	1,125
1 male, at.....	1,100
1 male, at.....	900
2 female, at.....	850
1 male, at.....	750
1 female, at.....	750

Teachers—

13 female, at.....	800
1 male, at.....	750
17 female, at.....	750
26 female, at.....	700
35 female, at.....	650
21 female, at.....	600
16 female, at.....	550
17 female, at.....	500
10 female, at.....	450

Springfield, Ill.:

Principals—

1 male, at.....	1,950
1 female, at.....	1,800
6 male, at.....	1,750
2 male, at.....	1,650
1 female, at.....	1,625
1 female, at.....	1,500
2 female, at.....	1,450
1 male, at.....	1,350
1 male, at.....	1,150
1 female, at.....	850

Vice principals—

2 female, at.....	1,000
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Teachers—

103 female, at.....	800
11 female, at.....	750
2 female, at.....	700
10 female, at.....	650
14 female, at.....	550
1 female, at.....	480
1 female, at.....	475
12 female, at.....	450

Evansville, Ind.:

Principals—

4 male, at.....	1,400
1 male, at.....	1,350
1 female, at.....	1,300
4 female, at.....	1,200
1 male, at.....	1,050
1 male, at.....	1,000
1 female, at.....	900

Teachers—

3 female, at.....	800
1 male, at.....	750
109 female, at.....	750
2 male, at.....	700
13 female, at.....	700
1 female, at.....	665
1 male, at.....	650
9 female, at.....	650
23 female, at.....	600
3 female, at.....	558
4 female, at.....	553
4 female, at.....	545
1 female, at.....	540
2 female, at.....	495
4 female, at.....	455
4 female, at.....	450
4 female, at.....	445
3 female, at.....	440
1 female, at.....	435

Fort Wayne, Ind.:

Principals—

3 male, at.....	1,500
2 female, at.....	1,500
2 male, at.....	1,250
2 female, at.....	1,250
2 female, at.....	1,100
1 male, at.....	900
3 female, at.....	900

1 colored.
3 Colored.

2 colored.
3 colored.

Fort Wayne, Ind.—Continued.

Teachers—

40 female, at.....	\$800
1 female, at.....	797
14 female, at.....	792
7 female, at.....	784
11 female, at.....	776
3 female, at.....	768
3 female, at.....	760
2 female, at.....	752
5 female, at.....	750
5 female, at.....	743
4 female, at.....	735
4 female, at.....	720
6 female, at.....	700
2 female, at.....	693
1 female, at.....	690
1 female, at.....	688
2 female, at.....	686
1 female, at.....	665
1 female, at.....	653
1 female, at.....	651
1 female, at.....	637
1 female, at.....	594
3 female, at.....	588
1 female, at.....	582
3 female, at.....	576
1 female, at.....	570
4 female, at.....	564
1 female, at.....	558
1 female, at.....	490
1 female, at.....	470
3 female, at.....	465
1 female, at.....	460
2 female, at.....	455

South Bend, Ind.:

Principals—

1 male, at.....	1,350
1 male, at.....	1,170
1 male, at.....	1,125
3 female, at.....	1,125
3 female, at.....	1,080
1 male, at.....	1,035
1 male, at.....	990
1 female, at.....	990
4 female, at.....	900

Teachers—

1 female, at.....	765
1 male, at.....	720
10 female, at.....	720
1 female, at.....	718
40 female, at.....	717
10 female, at.....	715
1 female, at.....	711
1 male, at.....	710
14 female, at.....	710
1 female, at.....	619
1 female, at.....	618
1 male, at.....	610
39 female, at.....	610
1 female, at.....	519
2 female, at.....	518
3 female, at.....	517
2 female, at.....	516
1 female, at.....	510
1 female, at.....	419
2 female, at.....	418
12 female, at.....	417
20 female, at.....	416
15 female, at.....	415
19 female, at.....	414
1 male, at.....	414
1 female, at.....	413

Terre Haute, Ind.:

Principals—

7 male, at.....	1,200
1 female, at.....	1,200
2 male, at.....	1,150
1 male, at.....	1,140
3 female, at.....	1,140
2 female, at.....	1,120

7 colored.
4 colored.

Per month.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 50,000 and fewer than 100,000 inhabitants—Continued.

Terre Haute, Ind.—Continued.

Principals—Continued.

1 female, at.....	\$1,100
1 female, at.....	1,080
12 male, at.....	850
1 female, at.....	850
1 female, at.....	840
1 female, at.....	820
1 female, at.....	780
1 male, at.....	700

Teachers—

1 female, at.....	800
14 female, at.....	700
1 male, at.....	680
117 female, at.....	680
16 female, at.....	660
6 female, at.....	640
1 male, at.....	620
3 female, at.....	620
14 female, at.....	600
15 female, at.....	580
14 female, at.....	540

Des Moines, Iowa:

Principals—

7 female, at.....	1,550
4 female, at.....	1,500
1 female, at.....	1,450
5 female, at.....	1,400
4 female, at.....	1,350
4 female, at.....	1,250
2 female, at.....	1,200
6 female, at.....	1,150
2 female, at.....	1,100
2 female, at.....	1,050
1 male, at.....	1,000
4 female, at.....	1,000

Teachers—

14 female, at.....	950
65 female, at.....	900
50 female, at.....	850
106 female, at.....	800
56 female, at.....	750
45 female, at.....	700
40 female, at.....	650
25 female, at.....	600
16 female, at.....	550

Kansas City, Kans.:

Supervising principals—

6 male, at.....	1,600
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Principals—

4 male, at.....	1,035
18 female, at.....	1,035
3 female, at.....	945
2 male, at.....	900
4 female, at.....	900
1 female, at.....	832
1 female, at.....	810

Teachers—

84 female, at.....	793
18 female, at.....	765
29 female, at.....	720
5 female, at.....	684
17 female, at.....	675
22 female, at.....	630
16 female, at.....	585
72 female, at.....	540

Wichita, Kans.:

Principals—

2 male, at.....	990
4 female, at.....	990
2 male, at.....	900
8 female, at.....	900
2 male, at.....	765
3 female, at.....	765
1 female, at.....	720
2 male, at.....	675
3 female, at.....	675

Teachers—

11 male, at.....	675
125 female, at.....	675

1 Colored. 1 colored.
 5 colored. 2 colored.

Wichita, Kans.—Continued.

Teachers—Continued.

2 female, at.....	850
16 female, at.....	585
13 female, at.....	540
6 female, at.....	498
14 female, at.....	450

Covington, Ky.:

Principals—

7 male, at.....	1,400
1 male, at.....	1,300
1 male, at.....	1,200

Teachers—

2 male, at.....	750
76 female, at.....	750
7 female, at.....	700
1 male, at.....	650
10 female, at.....	600
10 female, at.....	600
8 female, at.....	550
4 female, at.....	500

Holyoke, Mass.:

Principals—

4 male, at.....	2,000
1 male, at.....	1,600
7 female, at.....	1,000
2 female, at.....	950
1 female, at.....	900
1 female, at.....	850
1 female, at.....	800
1 female, at.....	750

Teachers—

8 female, at.....	800
12 female, at.....	780
11 female, at.....	725
97 female, at.....	700
6 female, at.....	675
6 female, at.....	650
9 female, at.....	600
1 female, at.....	575
10 female, at.....	550
3 female, at.....	500

Lawrence, Mass.:

Principals—

3 male, at.....	2,200
1 male, at.....	1,800
1 male, at.....	1,600
1 male, at.....	1,500
1 male, at.....	1,400
1 female, at.....	1,400
1 female, at.....	900
3 female, at.....	850
4 female, at.....	825
11 female, at.....	800

Vice principals—

1 female, at.....	900
7 female, at.....	800

Teachers—

1 female, at.....	900
8 female, at.....	880
127 female, at.....	750
10 female, at.....	700
4 female, at.....	650
4 female, at.....	600
18 female, at.....	550
8 female, at.....	500
2 female, at.....	450

Lynn, Mass.:

Principals—

6 male, at.....	2,000
1 male, at.....	1,600
1 male, at.....	1,500
3 female, at.....	1,400

Teachers—

3 female, at.....	775
2 female, at.....	750
13 female, at.....	725
191 female, at.....	700
7 female, at.....	692
6 female, at.....	650

7 colored. 3 colored.
 18 colored. 6 colored.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 50,000 and fewer than 100,000 inhabitants—Continued.

Lynn, Mass.—Continued.		Springfield, Mass.—Continued.	
Teachers—Continued.		Principals—Continued.	
1 female, at.....	\$644	2 female, at.....	\$1,000
3 female, at.....	600	2 female, at.....	950
1 female, at.....	595	3 female, at.....	900
10 female, at.....	550	3 female, at.....	850
1 female, at.....	546	1 female, at.....	800
10 female, at.....	449		
12 female, at.....	351	Teachers—	
New Bedford, Mass.:		1 male, at.....	1,500
Supervising principals—		2 male, at.....	1,300
4 male, at.....	2,200	2 male, at.....	1,100
1 female, at.....	2,200	12 female, at.....	900
3 male, at.....	2,000	13 female, at.....	850
2 male, at.....	1,500	95 female, at.....	800
1 male, at.....	1,400	1 female, at.....	775
3 female, at.....	1,200	122 female, at.....	750
3 female, at.....	1,000	10 female, at.....	725
5 female, at.....	950	4 female, at.....	720
1 female, at.....	925	35 female, at.....	700
Principals—		1 female, at.....	675
3 female, at.....	900	1 female, at.....	670
2 female, at.....	850	15 female, at.....	650
1 female, at.....	800	12 female, at.....	600
1 female, at.....	750	3 female, at.....	550
Teachers—		3 female, at.....	500
14 female, at.....	875	1 female, at.....	450
20 female, at.....	800	Saginaw, Mich.:	
150 female, at.....	750	East side:	
23 female, at.....	700	Principals—	
25 female, at.....	650	1 male, at.....	1,500
1 female, at.....	600	1 male, at.....	1,350
23 female, at.....	550	1 male, at.....	1,300
Somerville, Mass.:		1 male, at.....	1,200
Supervising principals—		1 female, at.....	1,000
2 male, at.....	1,900	Teachers—	
1 male, at.....	1,800	6 female, at.....	650
1 female, at.....	1,400	11 female, at.....	625
Principals—		33 female, at.....	600
7 male, at.....	1,900	4 female, at.....	575
2 female, at.....	1,900	6 female, at.....	550
1 male, at.....	1,850	3 female, at.....	525
3 female, at.....	950	2 female, at.....	500
2 female, at.....	875	13 female, at.....	450
2 female, at.....	825	8 female, at.....	400
Vice principals—		4 female, at.....	350
3 female, at.....	900	West side:	
11 female, at.....	825	Principals—	
1 female, at.....	800	1 male.....	1,150
1 female, at.....	750	1 male, at.....	1,050
1 female, at.....	375	1 female, at.....	875
Teachers—		2 female, at.....	850
9 female, at.....	775	3 female, at.....	700
152 female, at.....	750	1 female, at.....	675
26 female, at.....	700	Teachers—	
7 female, at.....	650	12 female, at.....	650
13 female, at.....	600	5 female, at.....	625
1 female, at.....	525	5 female, at.....	600
4 female, at.....	500	4 female, at.....	575
Springfield, Mass.:		4 female, at.....	550
Principals—		5 female, at.....	525
1 male, at.....	2,780	2 female, at.....	475
1 male, at.....	2,290	6 female, at.....	450
1 female, at.....	2,250	6 female, at.....	425
1 male, at.....	2,205	2 female, at.....	400
1 male, at.....	2,180	1 female, at.....	350
1 male, at.....	2,115	Duluth, Minn.:	
1 male, at.....	2,100	Principals—	
1 male, at.....	1,900	1 male, at.....	1,250
1 male, at.....	1,850	9 female, at.....	1,250
1 male, at.....	1,800	1 male, at.....	1,200
1 male, at.....	1,600	1 female, at.....	1,100
1 female, at.....	1,500	2 female, at.....	1,050
1 female, at.....	1,350	2 male, at.....	1,000
1 female, at.....	1,250	5 female, at.....	1,000
1 female, at.....	1,200	1 female, at.....	950
2 female, at.....	1,150	2 male, at.....	900
1 female, at.....	1,125	2 female, at.....	900
1 female, at.....	1,100	Teachers—	
1 female, at.....	1,050	10 female, at.....	850
1 female, at.....	1,025	1 female, at.....	825
		97 female, at.....	800

¹ Half time.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 50,000 and fewer than 100,000 inhabitants—Continued.

Duluth, Minn.—Continued.

Teachers—Continued.

17 female, at.....	\$775
44 female, at.....	750
15 female, at.....	725
37 female, at.....	700
2 female, at.....	675
38 female, at.....	650
1 female, at.....	625
2 male, at.....	600
29 female, at.....	600
12 female, at.....	550
4 female, at.....	500

St. Joseph, Mo.:

Principals—

1 female, at.....	1,200
1 female, at.....	1,215
1 male, at.....	1,125
2 female, at.....	1,125
8 female, at.....	1,035
2 male, at.....	990
6 female, at.....	990
1 male, at.....	855
12 female, at.....	855
3 female, at.....	837
3 female, at.....	810
1 male, at.....	810

Teachers—

12 female, at.....	810
45 female, at.....	765
18 female, at.....	720
10 female, at.....	693
19 female, at.....	675
1 male, at.....	657
15 female, at.....	657
15 female, at.....	630
9 female, at.....	603
17 female, at.....	585
9 female, at.....	567
11 female, at.....	540
15 female, at.....	513
29 female, at.....	495
19 female, at.....	450

Manchester, N. H.:

Principals—

6 male, at.....	1,800
4 female, at.....	1,300
3 female, at.....	1,200
1 female, at.....	1,000
4 female, at.....	900
1 female, at.....	800
1 female, at.....	750
1 female, at.....	650

Vice principals—

10 female, at.....	750
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Teachers—

3 female, at.....	700
11 female, at.....	650
6 female, at.....	600
15 female, at.....	550
4 female, at.....	450
12 female, at.....	400

Bayonne, N. J.:

Principals—

7 male, at.....	2,400
2 female, at.....	2,400
1 male, at.....	2,100

Vice principals—

12 female, at.....	1,200
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Teachers—

1 male, at.....	1,200
1 male, at.....	1,150
1 male, at.....	1,050
33 female, at.....	975
1 male, at.....	950
44 female, at.....	950
1 female, at.....	940
15 female, at.....	920
1 female, at.....	900
19 female, at.....	890
1 female, at.....	890
12 female, at.....	840

* 1 colored.

* Colored.

Bayonne, N. J.—Continued.

Teachers—Continued.

3 female, at.....	860
7 female, at.....	800
2 female, at.....	780
6 female, at.....	720
11 female, at.....	690
5 female, at.....	690
13 female, at.....	640
5 female, at.....	620
12 female, at.....	600

Elizabeth, N. J.:

Supervising principals—

3 male, at.....	2,000
1 female, at.....	2,000
1 male, at.....	1,700
2 female, at.....	1,700
2 female, at.....	1,500
1 female, at.....	1,400

Vice principals—

2 female, at.....	1,200
1 female, at.....	1,100
1 male, at.....	1,080

Teachers—

1 female, at.....	1,000
1 male, at.....	900
1 female, at.....	900
16 female, at.....	860
27 female, at.....	800
2 female, at.....	775
33 female, at.....	760
2 female, at.....	725
12 female, at.....	700
3 female, at.....	675
10 female, at.....	660
11 female, at.....	600
1 female, at.....	575
9 female, at.....	550
11 female, at.....	520
23 female, at.....	505
15 female, at.....	475
17 female, at.....	450

Hoboken, N. J.:

Principals—

4 male, at.....	2,600
2 female, at.....	2,600
2 male, at.....	2,400
1 male, at.....	2,300

Teachers—

6 female, at.....	1,500
67 female, at.....	1,200
14 female, at.....	1,176
6 female, at.....	1,152
9 female, at.....	1,128
8 female, at.....	1,104
1 female, at.....	984
7 female, at.....	960
34 female, at.....	840
16 female, at.....	792
1 male, at.....	744
11 female, at.....	744
4 female, at.....	696
2 male, at.....	648
19 female, at.....	648
9 female, at.....	600

Passaic, N. J.:

Principals—

2 male, at.....	2,000
4 female, at.....	1,800
1 female, at.....	1,500
1 female, at.....	1,300
1 female, at.....	1,100

Vice principals—

5 female, at.....	980
1 female, at.....	900

Teachers—

22 female, at.....	900
1 female, at.....	875
39 female, at.....	850
6 female, at.....	825
16 female, at.....	800
1 female, at.....	775

* 2 colored.

* 3 colored.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 50,000 and fewer than 100,000 inhabitants—Continued.

Penns., N. J.—Continued.			Utica, N. Y.:		
Teachers—Continued.			Principals—		
30 female, at.....	\$750		2 male, at.....	\$1,600	
2 female, at.....	725		2 male, at.....	1,500	
22 female, at.....	700		3 male, at.....	1,400	
13 female, at.....	650		1 female, at.....	1,100	
8 female, at.....	600		11 female, at.....	900	
1 female, at.....	575		Vice principals—		
4 female, at.....	550		5 female, at.....	800	
4 female, at.....	525		Teachers—		
1 male, at.....	500		191 female, at.....	700	
13 female, at.....	500		7 female, at.....	675	
Trenton, N. J.:			14 female, at.....	650	
Principals—			15 female, at.....	600	
1 male, at.....	2,000		18 female, at.....	550	
1 female, at.....	1,800		17 female, at.....	500	
1 male, at.....	1,500		15 female, at.....	450	
3 female, at.....	1,500		Canton, Ohio:		
9 female, at.....	1,350		Principals—		
2 female, at.....	1,300		7 male, at.....	1,200	
3 female, at.....	1,250		5 female, at.....	1,200	
2 female, at.....	1,200		Teachers—		
1 female, at.....	1,150		12 female, at.....	900	
1 female, at.....	1,100		69 female, at.....	750	
1 female, at.....	1,050		19 female, at.....	700	
1 female, at.....	970		3 female, at.....	650	
Teachers—			2 female, at.....	600	
1 female, at.....	960		8 female, at.....	550	
1 female, at.....	960		16 female, at.....	500	
1 female, at.....	960		11 female, at.....	450	
6 female, at.....	940		27 female, at.....	425	
1 female, at.....	930		19 female, at.....	400	
3 female, at.....	880		Youngstown, Ohio:		
33 female, at.....	880		Principals—		
66 female, at.....	840		13 male, at.....	2,500	
1 female, at.....	810		1 male, at.....	1,400	
15 female, at.....	800		2 female, at.....	1,400	
8 female, at.....	760		2 male, at.....	1,300	
15 female, at.....	720		1 female, at.....	1,250	
1 male, at.....	700		1 female, at.....	1,100	
1 female, at.....	700		2 female, at.....	1,050	
19 female, at.....	680		3 female, at.....	1,000	
13 female, at.....	640		Teachers—		
21 female, at.....	600		67 female, at.....	900	
12 female, at.....	580		42 female, at.....	850	
27 female, at.....	520		32 female, at.....	800	
41 female, at.....	480		29 female, at.....	780	
33 female, at.....	440		15 female, at.....	700	
Schenectady, N. Y.:			15 female, at.....	650	
Principals—			5 female, at.....	600	
2 male, at.....	1,700		5 female, at.....	550	
6 male, at.....	1,500		15 female, at.....	500	
2 female, at.....	1,500		2 female, at.....	450	
2 male, at.....	1,300		6 female, at.....	400	
2 male, at.....	1,200		Allentown, Pa.:		
1 female, at.....	1,000		Principals—		
2 female, at.....	900		14 male, at.....	\$ 824	
1 female, at.....	800		9 female, at.....	\$ 824	
Teachers—			Teachers—		
1 female, at.....	775		31 female, at.....	\$ 523	
18 female, at.....	750		25 female, at.....	\$ 512	
4 male, at.....	725		9 male, at.....	\$ 508	
42 female, at.....	700		38 female, at.....	\$ 508	
18 female, at.....	675		26 female, at.....	\$ 479	
24 female, at.....	650		1 male, at.....	\$ 346	
17 female, at.....	625		29 female, at.....	\$ 346	
25 female, at.....	600		Altoona, Pa.:		
11 female, at.....	575		Principals—		
24 female, at.....	550		1 female, at.....	1,350	
79 female, at.....	500		15 male, at.....	1,035	
Troy, N. Y.:			Teachers—		
Principals—			1 male, at.....	1,035	
5 male, at.....	1,400		1 male, at.....	900	
2 female, at.....	1,400		12 female, at.....	720	
1 male, at.....	1,200		1 female, at.....	675	
1 female, at.....	1,000		13 female, at.....	630	
5 female, at.....	900		27 female, at.....	585	
1 male, at.....	750		68 female, at.....	540	
1 female, at.....	750		15 female, at.....	495	
3 female, at.....	700		1 male, at.....	450	
Teachers—			24 female, at.....	450	
15 female, at.....	700		2 female, at.....	432	
140 female, at.....	650		11 female, at.....	405	

¹ Colored.² 1 colored.³ Average.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 50,000 and fewer than 100,000 inhabitants—Continued.

Harrisburg, Pa.:		Wilkesbarre, Pa.—Continued.	
Supervising principals—		Principals—Continued.	
2 male, at.....	\$1,650	2 male, at.....	\$800
Principals—		1 male, at.....	730
2 male, at.....	2,350	1 male, at.....	650
1 male, at.....	1,200	Teachers—	
1 male, at.....	1,150	48 female, at.....	730
2 male, at.....	1,100	17 female, at.....	700
1 male, at.....	1,000	1 female, at.....	675
6 female, at.....	1,000	28 female, at.....	650
1 male, at.....	950	2 female, at.....	625
2 female, at.....	950	17 female, at.....	600
3 female, at.....	900	3 female, at.....	575
1 male, at.....	800	24 female, at.....	550
1 female, at.....	800	6 female, at.....	525
Vice principals—		37 female, at.....	500
1 female, at.....	950	3 female, at.....	450
3 female, at.....	855	14 female, at.....	400
1 female, at.....	831	Pawtucket, R. I.:	
2 female, at.....	750	Principals—	
Teachers—		2 female, at.....	817
4 female, at.....	760	1 female, at.....	798
3 female, at.....	736	1 female, at.....	779
1 female, at.....	727	10 female, at.....	741
1 male, at.....	713	Vice principals—	
12 female, at.....	713	8 female, at.....	798
1 male, at.....	689	Teachers—	
21 female, at.....	699	39 female, at.....	722
3 female, at.....	670	51 female, at.....	698
3 female, at.....	645	6 female, at.....	646
13 female, at.....	641	2 female, at.....	606
2 female, at.....	632	7 female, at.....	570
1 female, at.....	618	12 female, at.....	532
6 female, at.....	613	15 female, at.....	494
27 female, at.....	594	8 female, at.....	458
12 female, at.....	570	10 female, at.....	418
11 female, at.....	546	Charleston, S. C.:	
22 female, at.....	523	Principals—	
23 female, at.....	499	4 male, at.....	1,700
9 female, at.....	475	3 male, at.....	1,500
1 female, at.....	428	Vice principals—	
16 female, at.....	404	1 male, at.....	860
8 female, at.....	380	1 female, at.....	675
Reading, Pa.:		Teachers—	
Teachers—		26 female, at.....	630
2 female, at.....	700	31 female, at.....	572
4 female, at.....	690	2 female, at.....	527
2 female, at.....	683	9 female, at.....	504
4 female, at.....	680	12 female, at.....	473
1 female, at.....	678	3 female, at.....	450
7 female, at.....	670	15 female, at.....	428
17 female, at.....	660	5 female, at.....	406
1 female, at.....	650	Dallas, Tex.:	
1 female, at.....	620	Principals—	
1 female, at.....	618	1 male, at.....	1,730
1 female, at.....	613	1 male, at.....	1,742
5 female, at.....	610	5 male, at.....	1,650
1 female, at.....	608	1 male, at.....	1,600
1 female, at.....	605	2 male, at.....	1,550
1 female, at.....	603	1 female, at.....	1,550
6 female, at.....	600	1 male, at.....	1,363
1 female, at.....	598	2 female, at.....	1,363
7 female, at.....	590	1 male, at.....	1,269
4 female, at.....	580	2 female, at.....	1,269
1 female, at.....	560	1 male, at.....	1,125
5 female, at.....	550	3 male, at.....	1,080
8 female, at.....	540	2 male, at.....	960
1 female, at.....	535	1 male, at.....	855
16 female, at.....	530	1 male, at.....	810
41 female, at.....	520	1 female, at.....	810
3 female, at.....	518	2 female, at.....	720
109 female, at.....	510	Teachers—	
17 female, at.....	500	1 female, at.....	810
2 female, at.....	420	108 female, at.....	776
20 female, at.....	410	11 female, at.....	789
3 female, at.....	400	1 male, at.....	765
Wilkesbarre, Pa.:		8 female, at.....	765
Principals—		1 female, at.....	754
5 male, at.....	1,500	2 female, at.....	750
2 male, at.....	1,400	5 female, at.....	745
2 male, at.....	1,300	1 female, at.....	729
3 male, at.....	1,250	3 female, at.....	725
1 male, at.....	1,200	6 female, at.....	720
5 male, at.....	1,150	1 female, at.....	715
1 male, at.....	1,050	1 female, at.....	704

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 50,000 and fewer than 100,000 inhabitants—Continued.

Dallas, Tex.—Continued.		Salt Lake City, Utah—Continued.	
Teachers—Continued.		Teachers—	
3 female, at.....	\$700	4 male, at.....	\$1,020
9 female, at.....	695	49 female, at.....	1,020
1 female, at.....	693	7 female, at.....	1,010
1 female, at.....	680	1 male, at.....	1,000
2 female, at.....	675	1 female, at.....	1,000
7 female, at.....	670	4 female, at.....	995
2 female, at.....	655	6 female, at.....	990
14 female, at.....	646	43 female, at.....	980
2 male, at.....	630	15 female, at.....	970
8 female, at.....	630	10 female, at.....	960
4 female, at.....	626	30 female, at.....	950
11 female, at.....	621	11 female, at.....	920
1 female, at.....	619	2 male, at.....	900
1 female, at.....	607	1 female, at.....	870
1 female, at.....	600	11 female, at.....	850
4 female, at.....	594	1 female, at.....	840
1 male, at.....	587	57 female, at.....	830
4 female, at.....	587	3 male, at.....	800
10 female, at.....	576	5 female, at.....	800
1 female, at.....	569	4 female, at.....	790
2 female, at.....	555	5 female, at.....	780
1 male, at.....	544	56 female, at.....	750
1 female, at.....	544	5 female, at.....	700
1 male, at.....	537	27 female, at.....	650
1 female, at.....	535	41 female, at.....	600
6 female, at.....	531	1 male, at.....	1,540
2 female, at.....	520	35 female, at.....	1,540
11 female, at.....	495	26 female, at.....	1,480
4 female, at.....	488	San Antonio, Tex.:	
1 female, at.....	484	Teachers—	
3 female, at.....	463	2 male, at.....	972
1 male, at.....	459	12 female, at.....	909
3 female, at.....	439	1 male, at.....	837
2 female, at.....	412	13 female, at.....	837
1 female, at.....	385	11 female, at.....	819
10 female, at.....	360	1 male, at.....	792
4 female, at.....	270	12 female, at.....	792
Houston, Tex.:		1 male, at.....	789
Principals—		1 male, at.....	765
9 male, at.....	1,700	36 female, at.....	765
1 female, at.....	1,700	2 male, at.....	747
1 male, at.....	1,600	21 female, at.....	747
2 female, at.....	1,600	2 male, at.....	720
3 male, at.....	1,500	24 female, at.....	720
1 male, at.....	909	12 female, at.....	693
1 male, at.....	891	21 female, at.....	675
1 male, at.....	837	1 male, at.....	648
1 male, at.....	819	17 female, at.....	648
1 male, at.....	801	1 male, at.....	621
Teachers—		39 female, at.....	621
67 female, at.....	800	2 male, at.....	549
3 male, at.....	765	27 female, at.....	549
15 female, at.....	765	1 female, at.....	450
1 male, at.....	720	Tacoma, Wash.:	
26 female, at.....	720	Principals—	
3 male, at.....	675	6 male, at.....	1,800
19 female, at.....	675	3 male, at.....	1,600
18 female, at.....	630	3 female, at.....	1,600
3 male, at.....	585	3 male, at.....	1,400
31 female, at.....	585	5 female, at.....	1,400
1 male, at.....	540	1 male, at.....	1,200
23 female, at.....	540	2 female, at.....	1,100
2 male, at.....	495	1 female, at.....	1,000
20 female, at.....	495	1 female, at.....	800
16 female, at.....	450	Teachers—	
18 female, at.....	405	1 male, at.....	1,140
7 female, at.....	360	3 male, at.....	1,020
Salt Lake City, Utah:		24 female, at.....	1,020
Principals—		3 male, at.....	960
8 male, at.....	2,250	94 female, at.....	960
3 female, at.....	2,250	1 female, at.....	910
1 female, at.....	2,150	1 male, at.....	900
2 male, at.....	2,100	54 female, at.....	900
1 female, at.....	2,100	3 female, at.....	870
2 male, at.....	2,050	22 female, at.....	840
1 male, at.....	1,900	15 female, at.....	780
1 female, at.....	1,900	18 female, at.....	720
1 male, at.....	1,650	3 female, at.....	680
1 female, at.....	1,600	1 female, at.....	650
3 male, at.....	1,500	4 female, at.....	600
2 male, at.....	1,350		
1 male, at.....	1,200		

1 Probationary.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 25,000 and fewer than 50,000 inhabitants.

Berkeley, Cal.:		Colorado Springs, Colo.:	
Principals—		Teachers—	
4 male, at.....	\$2,400	53 female, at.....	\$900
1 male, at.....	2,280	9 female, at.....	824
3 male, at.....	1,920	7 female, at.....	858
5 female, at.....	1,500	4 female, at.....	864
Vice principals—		8 female, at.....	816
3 male, at.....	1,600	1 female, at.....	804
Teachers—		1 female, at.....	801
1 female, at.....	1,710	1 female, at.....	792
7 female, at.....	1,500	1 female, at.....	798
2 male, at.....	1,440	12 female, at.....	744
4 female, at.....	1,440	1 female, at.....	694
3 female, at.....	1,320	4 female, at.....	672
42 female, at.....	1,200	7 female, at.....	600
21 female, at.....	1,140		
15 female, at.....	1,080	Pueblo, Colo.:	
10 female, at.....	1,020	District No. 1:	
9 female, at.....	960	Principals—	
7 female, at.....	900	1 male, at.....	1,500
4 female, at.....	840	1 male, at.....	1,200
6 female, at.....	780	1 male, at.....	1,100
2 female, at.....	720	1 female, at.....	1,080
		1 female, at.....	950
		2 female, at.....	900
Pasadena, Cal.:		Teachers—	
Supervising principals—		20 female, at.....	880
10 male, at.....	1,900	2 female, at.....	825
Principals—		8 female, at.....	800
1 female, at.....	1,700	5 female, at.....	750
2 male, at.....	1,600	3 female, at.....	725
1 female, at.....	1,500	2 female, at.....	700
1 male, at.....	1,400	1 female, at.....	675
2 female, at.....	1,200	5 female, at.....	680
Teachers—		1 female, at.....	635
1 male, at.....	1,100	6 female, at.....	600
93 female, at.....	1,100	4 female, at.....	580
2 female, at.....	1,050	6 female, at.....	500
26 female, at.....	1,000		
5 female, at.....	950	Meriden, Conn.:	
9 female, at.....	900	Principals—	
12 female, at.....	800	1 male, at.....	1,400
1 female, at.....	550	3 male, at.....	1,200
		9 female, at.....	930
		1 female, at.....	730
Sacramento, Cal.:		Vice principals—	
Principals—		1 female, at.....	700
2 male, at.....	2,100	1 female, at.....	640
2 female, at.....	2,100	Teachers—	
1 male, at.....	1,800	54 female, at.....	720
9 female, at.....	1,560	4 female, at.....	680
5 female, at.....	1,500	6 female, at.....	640
Vice principals—		7 female, at.....	600
4 female, at.....	1,500	4 female, at.....	560
Teachers—		2 female, at.....	520
82 female, at.....	1,200	4 female, at.....	480
90 female, at.....	1,080		
San Diego, Cal.:		New Britain, Conn.:	
Principals—		Principals—	
7 male, at.....	1,986	1 male, at.....	2,000
1 female, at.....	1,986	Teachers—	
1 male, at.....	1,800	1 male, at.....	1,350
1 female, at.....	1,800	2 female, at.....	900
1 female, at.....	1,356	1 female, at.....	850
1 female, at.....	1,200	1 female, at.....	800
4 female, at.....	900	16 female, at.....	750
3 female, at.....	852	4 female, at.....	700
1 female, at.....	750	1 female, at.....	675
Teachers—		34 female, at.....	650
4 female, at.....	1,152	9 female, at.....	610
13 female, at.....	1,092	5 female, at.....	600
2 female, at.....	1,044	10 female, at.....	570
1 male, at.....	1,008	7 female, at.....	550
12 female, at.....	1,008	12 female, at.....	530
26 female, at.....	984	8 female, at.....	470
1 male, at.....	936	15 female, at.....	450
28 female, at.....	936	5 female, at.....	400
11 female, at.....	924		
2 female, at.....	888	Tampa, Fla.:	
8 female, at.....	876	Principals—	
6 female, at.....	864	3 male, at.....	1,640
7 female, at.....	816	3 female, at.....	1,025
6 female, at.....	804	Teachers—	
1 female, at.....	756	1 male, at.....	600
9 female, at.....	744	23 female, at.....	508
14 female, at.....	696	56 female, at.....	471

¹ Half time.² Average

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 25,000 and fewer than 50,000 inhabitants—Continued.

Tampa, Fla.—Continued.		Danville, Ill.—Continued.	
Teachers—Continued.		Principals—Continued.	
16 female, at.....	\$ 363	1 female, at.....	\$900
3 female, at.....	258	2 female, at.....	850
Augusta, Ga.:—		1 female, at.....	790
Principals—		1 female, at.....	785
1 male, at.....	2,000	1 female, at.....	750
1 male, at.....	1,800	1 female, at.....	745
3 male, at.....	1,700	2 female, at.....	700
1 male, at.....	1,500	Teachers—	
1 male, at.....	1,000	1 male, at.....	875
1 male, at.....	900	1 male, at.....	760
1 female, at.....	900	1 female, at.....	690
1 male, at.....	720	1 female, at.....	675
1 female, at.....	780	9 female, at.....	650
1 female, at.....	600	28 female, at.....	635
1 male, at.....	480	19 female, at.....	620
Teachers—		14 female, at.....	600
1 female, at.....	900	3 female, at.....	560
1 female, at.....	780	1 female, at.....	575
18 female, at.....	720	2 female, at.....	570
4 female, at.....	690	15 female, at.....	550
9 female, at.....	660	1 female, at.....	525
2 female, at.....	630	1 female, at.....	515
14 female, at.....	600	5 female, at.....	500
6 female, at.....	570	2 female, at.....	470
15 female, at.....	540	1 female, at.....	450
7 female, at.....	510	1 female, at.....	430
5 female, at.....	480	1 female, at.....	400
11 female, at.....	310	1 female, at.....	390
1 female, at.....	270	Joliet, Ill.:—	
13 female, at.....	258	Principals—	
2 female, at.....	248	1 female, at.....	1,225
Macon, Ga.:—		1 male, at.....	1,100
Principals—		2 female, at.....	1,025
14 female, at.....	1,000	2 male, at.....	1,000
6 female, at.....	585	7 female, at.....	1,000
Teachers—		1 male, at.....	975
25 female, at.....	630	3 female, at.....	900
22 female, at.....	585	2 female, at.....	875
26 female, at.....	540	2 female, at.....	860
21 female, at.....	495	Teachers—	
17 female, at.....	450	1 female, at.....	900
13 female, at.....	337	29 female, at.....	800
6 female, at.....	315	5 female, at.....	775
14 female, at.....	298	1 female, at.....	760
18 female, at.....	270	6 female, at.....	750
Annona, Ill.:—		2 female, at.....	725
East side:—		20 female, at.....	700
Principals—		8 female, at.....	650
1 female, at.....	1,200	19 female, at.....	600
1 female, at.....	1,100	15 female, at.....	550
2 female, at.....	850	17 female, at.....	500
3 female, at.....	750	2 female, at.....	450
Teachers—		4 female, at.....	400
6 female, at.....	750	Rockford, Ill.:—	
4 female, at.....	700	Principals—	
2 female, at.....	650	1 male, at.....	1,300
14 female, at.....	600	14 female, at.....	900
2 female, at.....	550	1 female, at.....	850
2 female, at.....	500	1 female, at.....	800
3 female, at.....	450	3 female, at.....	700
5 female, at.....	400	Vice principals—	
3 female, at.....	350	13 female, at.....	600
West side:—		2 female, at.....	550
Principals—		1 female, at.....	500
1 female, at.....	1,100	Teachers—	
1 female, at.....	900	1 female, at.....	750
1 female, at.....	750	1 female, at.....	650
1 female, at.....	725	76 female, at.....	600
Teachers—		22 female, at.....	550
3 female, at.....	750	20 female, at.....	500
3 female, at.....	700	13 female, at.....	450
1 female, at.....	650	18 female, at.....	400
1 female, at.....	625	Cedar Rapids, Iowa:—	
8 female, at.....	600	Principals—	
3 female, at.....	550	1 male, at.....	1,150
4 female, at.....	500	1 female, at.....	1,150
1 female, at.....	450	2 female, at.....	1,100
Danville, Ill.:—		2 female, at.....	1,050
Principals—		4 female, at.....	900
1 male, at.....	1,600	1 female, at.....	860
1 female, at.....	1,030	1 female, at.....	815
2 female, at.....	925	1 female, at.....	495

1 Colored.

2 Average.

3 Half time.

TABLE 10.—*Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.**Cities having 25,000 and fewer than 50,000 inhabitants—Continued.***Cedar Rapids, Iowa—Continued.****Teachers—**

55 female, at.....	\$675
1 female, at.....	653
16 female, at.....	630
9 female, at.....	585
10 female, at.....	540
12 female, at.....	495
11 female, at.....	450
4 female, at.....	405
6 female, at.....	360

Clinton, Iowa:**Supervising principals—**

1 female, at.....	1,200
1 female, at.....	1,100
3 female, at.....	900
3 female, at.....	813
1 female, at.....	725

Vice principals—

1 male, at.....	1,200
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Dubuque, Iowa:**Principals—**

1 male, at.....	1,600
1 male, at.....	1,500
2 male, at.....	1,400
1 female, at.....	1,200
1 female, at.....	1,100
1 female, at.....	960
1 female, at.....	900
1 female, at.....	700

Vice principals—

6 female, at.....	700
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Teachers—

9 female, at.....	650
21 female, at.....	600
2 female, at.....	570
27 female, at.....	550
1 female, at.....	520
2 female, at.....	490
1 female, at.....	480
5 female, at.....	460
1 female, at.....	440
5 female, at.....	430
3 female, at.....	400
2 female, at.....	390
4 female, at.....	350

Sioux City, Iowa:**Principals—**

3 male, at.....	1,500
3 male, at.....	1,400
1 male, at.....	1,300
4 female, at.....	1,200
1 male, at.....	1,100
1 female, at.....	1,100
2 female, at.....	1,000
1 female, at.....	925
1 female, at.....	900
1 female, at.....	850
1 female, at.....	825
1 female, at.....	800

Teachers—

39 female, at.....	675
1 female, at.....	650
19 female, at.....	640
3 female, at.....	630
10 female, at.....	625
46 female, at.....	600
47 female, at.....	585
4 female, at.....	575
21 female, at.....	540

Waterloo, Iowa:**Principals—**

1 male, at.....	990
1 male, at.....	954
1 male, at.....	950
1 male, at.....	765
1 female, at.....	720
1 female, at.....	675

Teachers—

2 female, at.....	630
1 female, at.....	608
1 male, at.....	585
18 female, at.....	585

Waterloo, Iowa—Continued.**Teachers—Continued.**

8 female, at.....	\$563
9 female, at.....	540
9 female, at.....	518
5 female, at.....	495
2 female, at.....	450

Topeka, Kans.:**Principals—**

5 male, at.....	1,400
2 female, at.....	1,400
1 male, at.....	1,300
16 male, at.....	1,200
1 female, at.....	1,200
1 female, at.....	1,150
2 male, at.....	1,100
1 female, at.....	1,100
1 male, at.....	1,050
1 female, at.....	1,000
1 female, at.....	990
1 male, at.....	945

Teachers—

1 male, at.....	855
46 female, at.....	855
13 female, at.....	810
14 female, at.....	765
14 female, at.....	720
17 female, at.....	675
16 female, at.....	630
1 male, at.....	585
16 female, at.....	585
8 female, at.....	540
20 female, at.....	495
2 female, at.....	450
2 female, at.....	405

Newport, Ky.:**Supervising principals—**

3 male, at.....	1,100
2 female, at.....	1,100

Principals—

1 female, at.....	1,000
1 female, at.....	850

Teachers—

37 female, at.....	750
1 female, at.....	725
4 female, at.....	700
1 female, at.....	675
3 female, at.....	650
1 female, at.....	625
3 female, at.....	575
1 female, at.....	550
4 female, at.....	525
3 female, at.....	500
1 female, at.....	450
4 female, at.....	425
9 female, at.....	400
3 female, at.....	375

Lewiston, Me.:**Principals—**

1 male, at.....	1,400
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Teachers—

3 female, at.....	650
11 female, at.....	625
16 female, at.....	600

Chelsea, Mass.:**Principals—**

1 male, at.....	2,100
1 male, at.....	2,000
1 male, at.....	1,800
2 female, at.....	1,200
1 female, at.....	1,025

Vice principals—

2 female, at.....	1,200
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Teachers—

9 female, at.....	800
57 female, at.....	750
16 female, at.....	700
17 female, at.....	650
7 female, at.....	600
7 female, at.....	550
8 female, at.....	500
7 female, at.....	400
6 female, at.....	300

1 3 colored.

2 Colored.

3 1 colored.

4 2 colored.

5 4 colored.

6 5 colored.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 25,000 and fewer than 50,000 inhabitants—Continued.

Everett, Mass.:		Newton, Mass.—Continued.	
Supervising principals—		Teachers—	
1 male, at.....	\$1,600	1 male, at.....	\$800
1 female, at.....	1,600	5 female, at.....	900
3 male, at.....	1,400	6 female, at.....	875
1 male, at.....	1,300	7 female, at.....	850
7 female, at.....	1,000	3 female, at.....	825
Principals—		1 male, at.....	800
3 female, at.....	775	21 female, at.....	800
Teachers—		20 female, at.....	775
50 female, at.....	700	14 female, at.....	750
16 female, at.....	675	9 female, at.....	725
30 female, at.....	650	1 male, at.....	700
3 female, at.....	625	5 female, at.....	700
12 female, at.....	600	4 female, at.....	675
1 female, at.....	575	4 female, at.....	650
11 female, at.....	550	2 female, at.....	625
2 female, at.....	500	4 female, at.....	600
4 female, at.....	450	7 female, at.....	550
Haverhill, Mass.:		Pittsfield, Mass.:	
Principals—		Principals—	
3 male, at.....	1,500	2 male, at.....	1,600
1 female, at.....	1,500	2 female, at.....	1,200
3 female, at.....	1,100	1 male, at.....	1,100
2 female, at.....	1,000	4 female, at.....	1,000
1 female, at.....	800	1 female, at.....	900
Vice principals—		2 female, at.....	800
9 female, at.....	750	Teachers—	
7 female, at.....	725	3 female, at.....	780
Teachers—		57 female, at.....	720
10 female, at.....	750	17 female, at.....	680
90 female, at.....	700	2 female, at.....	660
6 female, at.....	675	6 female, at.....	640
4 female, at.....	650	5 female, at.....	620
6 female, at.....	600	4 female, at.....	580
8 female, at.....	550	5 female, at.....	560
10 female, at.....	500	7 female, at.....	540
10 female, at.....	450	13 female, at.....	520
7 female, at.....	400	10 female, at.....	500
Malden, Mass.:		9 female, at.....	480
Principals—		2 female, at.....	460
1 male, at.....	1,900	7 female, at.....	440
2 male, at.....	1,800	8 female, at.....	400
1 male, at.....	1,700	Salem, Mass.:	
1 male, at.....	1,650	Supervising principals—	
1 male, at.....	1,600	3 male, at.....	2,000
1 male, at.....	1,500	1 male, at.....	1,800
1 female, at.....	1,500	1 male, at.....	1,333
1 female, at.....	1,400	11 female, at.....	700
1 female, at.....	1,050	1 female, at.....	665
1 female, at.....	950	Teachers—	
1 female, at.....	850	1 female, at.....	700
3 female, at.....	800	60 female, at.....	650
Teachers—		28 female, at.....	600
11 female, at.....	750	1 male, at.....	550
15 female, at.....	725	4 female, at.....	550
65 female, at.....	700	11 female, at.....	500
14 female, at.....	675	Waltham, Mass.:	
14 female, at.....	650	Principals—	
15 female, at.....	625	2 male, at.....	1,900
1 female, at.....	600	2 female, at.....	960
3 female, at.....	550	2 female, at.....	820
3 female, at.....	500	4 female, at.....	780
1 female, at.....	450	1 female, at.....	740
1 female, at.....	400	1 female, at.....	720
1 female, at.....	11	Teachers—	
Newton, Mass.:		5 female, at.....	800
Supervising principals—		42 female, at.....	700
1 male, at.....	2,400	6 female, at.....	650
3 male, at.....	2,300	1 female, at.....	600
3 male, at.....	2,200	1 female, at.....	550
1 male, at.....	2,000	Battle Creek, Mich.:	
Principals—		Supervising principals—	
1 female, at.....	1,050	1 male, at.....	1,000
1 female, at.....	825	Principals—	
Vice principals—		1 male, at.....	850
3 female, at.....	1,000	6 female, at.....	750
3 female, at.....	925	1 female, at.....	700
5 female, at.....	900	1 female, at.....	650
2 female, at.....	850	Teachers—	
4 female, at.....	800	2 male, at.....	700
1 female, at.....	775	7 female, at.....	675
1 female, at.....	750	18 female, at.....	650

1 Per week.

2 Part time.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 25,000 and fewer than 50,000 inhabitants—Continued.

Battle Creek, Mich.—Continued.

Teachers—Continued.

9 female, at.....	\$625
17 female, at.....	600
10 female, at.....	575
11 female, at.....	550
5 female, at.....	525
1 female, at.....	475
2 female, at.....	450
1 female, at.....	425
8 female, at.....	400

Bay City, Mich.:

Principals—

1 male, at.....	1,200
3 female, at.....	900
1 male, at.....	850
4 female, at.....	850
6 female, at.....	800
1 female, at.....	750

Teachers—

4 female, at.....	800
1 female, at.....	750
5 female, at.....	700
56 female, at.....	650
3 female, at.....	625
7 female, at.....	600
3 female, at.....	575
111 female, at.....	550
1 female, at.....	525
10 female, at.....	500
9 female, at.....	450
6 female, at.....	400
26 female, at.....	350

Calumet, Mich.:

Principals—

1 male, at.....	1,600
1 male, at.....	1,250
1 female, at.....	910
7 female, at.....	890
6 female, at.....	850
3 female, at.....	830
1 female, at.....	800
1 female, at.....	770

Teachers—

1 female, at.....	830
13 female, at.....	800
13 female, at.....	750
42 female, at.....	700
1 male, at.....	650
20 female, at.....	650
8 female, at.....	600
6 female, at.....	550
18 female, at.....	500
12 female, at.....	450
2 female, at.....	400

Flint, Mich.:

Principals—

1 male, at.....	1,200
3 female, at.....	900
1 female, at.....	850
1 female, at.....	800
3 female, at.....	775

Jackson, Mich.:

Supervising principals—

1 male, at.....	1,300
1 female, at.....	1,000

Principals—

2 male, at.....	1,200
2 female, at.....	775
4 female, at.....	750
3 female, at.....	700
2 female, at.....	675
1 female, at.....	650

Teachers—

21 female, at.....	650
16 female, at.....	625
19 female, at.....	600
13 female, at.....	575
16 female, at.....	550
8 female, at.....	525
7 female, at.....	500

Kalamazoo, Mich.:

Principals—

1 male, at.....	\$1,575
1 male, at.....	1,455
1 male, at.....	1,320
1 male, at.....	1,275
1 male, at.....	1,200
1 female, at.....	1,020

Teachers—

1 male, at.....	900
1 male, at.....	870
1 female, at.....	870
1 male, at.....	825
1 female, at.....	810
1 male, at.....	750
2 female, at.....	750
11 female, at.....	720
6 female, at.....	705
10 female, at.....	690
2 female, at.....	675
9 female, at.....	660
4 female, at.....	645
11 female, at.....	630
1 female, at.....	625
6 female, at.....	615
6 female, at.....	600
5 female, at.....	585
7 female, at.....	570
2 female, at.....	555
9 female, at.....	540
2 female, at.....	525
3 female, at.....	505
1 female, at.....	480
2 female, at.....	460
2 female, at.....	420

Lansing, Mich.:

Principals—

12 female, at.....	750
1 female, at.....	700
1 female, at.....	650

Teachers—

79 female, at.....	600
3 female, at.....	550
1 female, at.....	450
5 female, at.....	400

Lincoln, Nebr.:

Principals—

1 female, at.....	1,414
3 female, at.....	1,367
1 female, at.....	1,250
1 female, at.....	1,193
1 female, at.....	1,168
1 female, at.....	1,075
1 female, at.....	1,020
2 female, at.....	998
1 female, at.....	986
1 female, at.....	950
1 female, at.....	908
1 female, at.....	855

Teachers—

33 female, at.....	830
1 female, at.....	806
31 female, at.....	781
3 female, at.....	759
35 female, at.....	732
1 female, at.....	713
9 female, at.....	710
25 female, at.....	684
2 female, at.....	650
1 female, at.....	634
17 female, at.....	615
1 female, at.....	556
1 female, at.....	516

South Omaha, Nebr.:

Principals—

1 female, at.....	1,046
3 female, at.....	998
2 female, at.....	950
5 female, at.....	903

Teachers—

2 female, at.....	808
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* 1 colored.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 25,000 and fewer than 50,000 inhabitants—Continued.

South Omaha, Nebr.—Continued.		Orange, N. J.—Continued.	
Teachers—Continued.		Teachers—Continued.	
13 female, at.....	\$760	1 female, at.....	\$610
42 female, at.....	713	6 female, at.....	600
21 female, at.....	665	1 female, at.....	575
13 female, at.....	618	1 female, at.....	550
10 female, at.....	570	1 female, at.....	500
8 female, at.....	523		
6 female, at.....	475	Perth Amboy, N. J.:	
Atlantic City, N. J.:		Principals—	
Principals—		2 male, at.....	1,800
1 male, at.....	2,200	1 male, at.....	1,700
1 male, at.....	1,400	1 male, at.....	1,550
9 female, at.....	1,150	1 male, at.....	1,000
Teachers—		2 female, at.....	1,000
4 female, at.....	975	Vice principals—	
4 female, at.....	950	4 female, at.....	1,000
8 female, at.....	900	Teachers—	
32 female, at.....	850	1 male, at.....	950
22 female, at.....	800	9 female, at.....	950
33 female, at.....	750	8 female, at.....	910
23 female, at.....	700	9 female, at.....	870
14 female, at.....	650	6 female, at.....	830
8 female, at.....	600	10 female, at.....	790
3 female, at.....	550	9 female, at.....	750
East Orange, N. J.:		9 female, at.....	710
Principals—		9 female, at.....	670
4 male, at.....	3,000	13 female, at.....	630
1 male, at.....	2,900	7 female, at.....	590
1 male, at.....	2,800	12 female, at.....	550
1 male, at.....	2,400	15 female, at.....	500
1 male, at.....	2,300		
1 male, at.....	1,900	West Hoboken, N. J.:	
Teachers—		Principals—	
1 female, at.....	1,250	1 male, at.....	2,700
2 female, at.....	1,150	1 male, at.....	2,400
1 female, at.....	1,100	2 female, at.....	2,400
1 female, at.....	1,050	2 female, at.....	2,300
1 male, at.....	1,000	Teachers—	
3 female, at.....	1,000	2 female, at.....	1,198
2 female, at.....	975	1 female, at.....	1,184
11 female, at.....	950	4 female, at.....	1,166
3 female, at.....	925	3 female, at.....	1,154
12 female, at.....	900	1 female, at.....	1,136
8 female, at.....	875	5 female, at.....	1,106
4 female, at.....	850	2 female, at.....	1,094
9 female, at.....	825	1 female, at.....	1,086
11 female, at.....	800	1 female, at.....	1,078
3 female, at.....	775	3 female, at.....	1,046
11 female, at.....	750	5 female, at.....	1,016
6 female, at.....	725	6 female, at.....	986
11 female, at.....	700	6 female, at.....	956
4 female, at.....	675	2 female, at.....	926
9 female, at.....	650	1 female, at.....	914
5 female, at.....	625	5 female, at.....	896
1 female, at.....	600	2 female, at.....	866
7 female, at.....	550	2 female, at.....	848
Orange, N. J.:		1 female, at.....	846
Principals—		6 female, at.....	836
1 male, at.....	2,450	1 female, at.....	818
1 male, at.....	2,250	5 female, at.....	806
1 male, at.....	2,000	1 female, at.....	786
1 male, at.....	1,900	8 female, at.....	776
1 male, at.....	1,700	1 female, at.....	770
1 male, at.....	1,400	1 female, at.....	758
Teachers—		2 female, at.....	740
2 male, at.....	1,200	6 female, at.....	716
1 male, at.....	1,050	2 female, at.....	710
1 female, at.....	900	1 female, at.....	700
1 male, at.....	825	7 female, at.....	686
1 male, at.....	800	2 female, at.....	680
30 female, at.....	800	1 female, at.....	680
4 female, at.....	775	3 female, at.....	656
1 female, at.....	750	3 female, at.....	638
1 female, at.....	750	1 female, at.....	590
5 female, at.....	750	8 female, at.....	550
2 female, at.....	735		
1 female, at.....	715	Amsterdam, N. Y.:	
1 female, at.....	710	Principals—	
7 female, at.....	700	2 male, at.....	1,200
3 female, at.....	675	2 male, at.....	1,150
4 female, at.....	650	1 male, at.....	1,100
4 female, at.....	650	1 male, at.....	1,000
		2 female, at.....	800
		1 female, at.....	725
		1 female, at.....	700

TABLE 10) —Salaries in public elementary schools of cities of more than 25,000 inhabitants—Continued.

Cities having 25,000 and fewer than 50,000 inhabitants—Continued.

Amsterdam, N. Y.—Continued.

Teachers—

2 female, at.....	\$700
2 female, at.....	675
4 female, at.....	650
1 female, at.....	625
9 female, at.....	600
8 female, at.....	575
10 female, at.....	550
16 female, at.....	525
9 female, at.....	500
7 female, at.....	475
2 female, at.....	450

Auburn, N. Y.:

Supervising principals—

1 male, at.....	1,700
1 male, at.....	1,600
4 female, at.....	850
2 female, at.....	800
2 female, at.....	750

Teachers—

1 male, at.....	1,100
1 female, at.....	900
2 female, at.....	780
1 female, at.....	680
2 female, at.....	640
46 female, at.....	600
1 female, at.....	580
9 female, at.....	540
1 female, at.....	560
8 female, at.....	555
1 female, at.....	540
2 female, at.....	520
7 female, at.....	505
5 female, at.....	490
5 female, at.....	440

Binghamton, N. Y.:

Supervising principals—

2 male, at.....	1,350
3 male, at.....	1,300
1 female, at.....	1,200
2 female, at.....	1,075
1 female, at.....	1,050
1 female, at.....	1,025
1 female, at.....	875
3 female, at.....	825
1 female, at.....	775

Vice principals—

3 female, at.....	625
7 female, at.....	600
3 female, at.....	575

Teachers—

31 female, at.....	525
81 female, at.....	500
6 female, at.....	475
15 female, at.....	450
11 female, at.....	425
6 female, at.....	400

Elmira, N. Y.:

Principals—

7 male, at.....	1,500
2 female, at.....	1,350
1 female, at.....	1,250

Teachers—

15 female, at.....	600
1 female, at.....	580
65 female, at.....	575
7 female, at.....	550
9 female, at.....	525
7 female, at.....	500
12 female, at.....	475
4 female, at.....	460
3 female, at.....	450
3 female, at.....	400

Jamestown, N. Y.:

Supervising principals—

1 male, at.....	1,800
1 female, at.....	1,150
2 female, at.....	825
2 female, at.....	800
1 female, at.....	750

Principals—

3 female, at.....	775
1 female, at.....	725

Jamestown, N. Y.—Continued.

Principals—Continued

1 female, at.....	850
1 female, at.....	800

Teachers—

10 female, at.....	780
5 female, at.....	680
12 female, at.....	650
15 female, at.....	625
5 female, at.....	575
7 female, at.....	550
9 female, at.....	525
20 female, at.....	500
9 female, at.....	475
6 female, at.....	450

Kingston, N. Y.:

Principals—

6 male, at.....	1,300
1 male, at.....	1,150

Teachers—

7 male, at.....	780
22 female, at.....	650
14 female, at.....	625
8 female, at.....	600
3 female, at.....	575
10 female, at.....	550
2 female, at.....	525
2 female, at.....	500

Mount Vernon, N. Y.:

Principals—

3 male, at.....	2,500
1 male, at.....	2,000
1 female, at.....	1,900
1 male, at.....	1,800
2 female, at.....	1,700
1 female, at.....	1,600

Teachers—

10 female, at.....	1,600
25 female, at.....	1,600
10 female, at.....	920
17 female, at.....	900
1 female, at.....	840
18 female, at.....	800
13 female, at.....	780
11 female, at.....	730
9 female, at.....	680
5 female, at.....	640
9 female, at.....	600

New Rochelle, N. Y.:

Principals—

1 male, at.....	2,250
1 female, at.....	2,250
1 female, at.....	2,200
1 male, at.....	1,900
2 female, at.....	1,850
1 male, at.....	1,300

Teachers—

1 male, at.....	1,300
3 female, at.....	950
33 female, at.....	930
12 female, at.....	900
16 female, at.....	850
13 female, at.....	800
1 female, at.....	775
21 female, at.....	750
2 female, at.....	725
5 female, at.....	700
1 female, at.....	675
4 female, at.....	650
6 female, at.....	600

Niagara Falls, N. Y.:

Principals—

2 male, at.....	2,000
7 female, at.....	998
1 female, at.....	883
1 female, at.....	800

Teachers—

7 female, at.....	800
9 female, at.....	761
6 female, at.....	751
2 female, at.....	717
1 female, at.....	683
28 female, at.....	653
4 female, at.....	602

¹ Heads of departments.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 25,000 and fewer than 50,000 inhabitants—Continued.

Niagara Falls, N. Y.—Continued.

Teachers—Continued.

17 female, at.....	\$630
6 female, at.....	604
6 female, at.....	600
11 female, at.....	578
1 female, at.....	550
4 female, at.....	525
4 female, at.....	450

Poughkeepsie, N. Y.:

Principals—

1 male, at.....	1,300
1 male, at.....	1,200
4 female, at.....	800
2 female, at.....	725
1 female, at.....	700

Teachers—

5 female, at.....	700
3 male, at.....	650
1 female, at.....	650
8 female, at.....	600
13 female, at.....	575
27 female, at.....	550
4 female, at.....	525
9 female, at.....	500

Watertown, N. Y.:

Principals—

9 female, at.....	680
2 female, at.....	580

Teachers—

80 female, at.....	480
10 female, at.....	460
15 female, at.....	440

Charlotte, N. C.:

Principals—

1 male, at.....	1,300
1 male, at.....	1,200
2 female, at.....	1,000
1 male, at.....	900
3 female, at.....	675
1 female, at.....	450

Teachers—

19 female, at.....	540
9 female, at.....	495
31 female, at.....	450
8 female, at.....	405
9 female, at.....	360
11 female, at.....	338
14 female, at.....	297

Hamilton, Ohio:

Supervising principals—

6 male, at.....	1,500
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Teachers—

4 male, at.....	1,100
2 male, at.....	1,000
2 female, at.....	813
1 male, at.....	808
41 female, at.....	713
1 male, at.....	665
22 female, at.....	665
11 female, at.....	617
16 female, at.....	570
5 female, at.....	523
1 female, at.....	475
6 female, at.....	428
1 female, at.....	380

Lima, Ohio:

Principals—

3 male, at.....	950
1 female, at.....	950
2 male, at.....	855
1 female, at.....	855
1 female, at.....	784
1 male, at.....	713
1 female, at.....	713
2 female, at.....	684

Teachers—

6 male, at.....	618
23 female, at.....	618
15 female, at.....	589
6 female, at.....	570
2 female, at.....	562

1 Colored.

Lima, Ohio—Continued.

Teachers—Continued.

1 female, at.....	\$555
1 female, at.....	551
7 female, at.....	542
2 female, at.....	524
2 female, at.....	518
1 female, at.....	500
4 female, at.....	494
4 female, at.....	475
1 female, at.....	472
4 female, at.....	471
2 female, at.....	447
3 female, at.....	428
3 female, at.....	418
4 female, at.....	400
10 female, at.....	380

Newark, Ohio:

Supervising principals—

1 female, at.....	825
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Principals—

3 female, at.....	825
1 female, at.....	800
1 female, at.....	750
4 female, at.....	675

Teachers—

6 female, at.....	640
24 female, at.....	600
5 female, at.....	580
7 female, at.....	560
5 female, at.....	520
10 female, at.....	500
4 female, at.....	480
7 female, at.....	460
5 female, at.....	440
4 female, at.....	420
2 female, at.....	400

Springfield, Ohio:

Principals—

4 male, at.....	1,450
7 male, at.....	1,400
1 female, at.....	1,400
1 female, at.....	1,200
1 female, at.....	1,000
1 female, at.....	800
2 female, at.....	750

Zanesville, Ohio:

Principals—

2 female, at.....	710
4 female, at.....	685
2 female, at.....	660
6 female, at.....	630

Teachers—

57 female, at.....	600
7 female, at.....	550
6 female, at.....	500
1 female, at.....	450
1 female, at.....	400

Chester, Pa.:

Principals—

1 male, at.....	1,283
1 female, at.....	808
1 male, at.....	764
1 female, at.....	713
3 female, at.....	666
4 female, at.....	594
1 female, at.....	570
4 female, at.....	546
7 female, at.....	498

Teachers—

1 male, at.....	618
15 female, at.....	618
1 male, at.....	523
59 female, at.....	523
20 female, at.....	475
1 male, at.....	380
16 female, at.....	380

Easton, Pa.:

Principals—

1 male, at.....	910
7 male, at.....	890
1 male, at.....	885

2 colored.

1 colored.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 25,000 and fewer than 50,000 inhabitants—Continued.

Easton, Pa.—Continued.

Principals—Continued.

2 male, at.....	\$870
2 female, at.....	715
1 female, at.....	665

Teachers—

1 female, at.....	850
1 male, at.....	675
8 female, at.....	675
14 female, at.....	900
19 female, at.....	575
15 female, at.....	550
15 female, at.....	500
1 female, at.....	475
5 female, at.....	425
10 female, at.....	400

Hazleton, Pa.:

Principals—

1 male, at.....	1,100
1 male, at.....	1,000
1 male, at.....	900
3 male, at.....	800
2 male, at.....	700
2 female, at.....	650

Teachers—

29 female, at.....	600
6 female, at.....	575
1 male, at.....	550
18 female, at.....	550
5 female, at.....	525
1 male, at.....	500
11 female, at.....	500
2 female, at.....	450
10 female, at.....	400

Lancaster, Pa.:

Teachers—

5 male, at.....	750
8 female, at.....	750
1 female, at.....	720
8 female, at.....	650
4 female, at.....	610
27 female, at.....	575
58 female, at.....	550
7 female, at.....	525
4 female, at.....	500
4 female, at.....	450
4 female, at.....	400

McKeesport, Pa.:

Principals—

1 male, at.....	1,700
1 male, at.....	1,500
2 male, at.....	1,400
6 male, at.....	1,300
1 female, at.....	900
1 female, at.....	675

Teachers—

10 female, at.....	720
17 female, at.....	675
37 female, at.....	630
21 female, at.....	585
23 female, at.....	540
6 female, at.....	465
4 female, at.....	450
20 female, at.....	405
17 female, at.....	360

New Castle, Pa.:

Supervising principals—

1 male, at.....	1,080
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Principals—

3 male, at.....	1,080
3 female, at.....	1,080
2 female, at.....	810

Teachers—

6 female, at.....	630
8 female, at.....	595
5 female, at.....	575
16 female, at.....	558
1 female, at.....	549
38 female, at.....	540
4 female, at.....	531
4 female, at.....	522
7 female, at.....	513

New Castle, Pa.—Continued.

Teachers—Continued.

11 female, at.....	\$504
6 female, at.....	465
11 female, at.....	436
7 female, at.....	477
1 female, at.....	466
5 female, at.....	459
6 female, at.....	450
1 female, at.....	441
1 female, at.....	432
1 female, at.....	414

Shenandoah, Pa.:

Principals—

1 male, at.....	720
1 female, at.....	720
4 female, at.....	585

Teachers—

5 female, at.....	675
1 female, at.....	630
3 male, at.....	540
10 female, at.....	540
33 female, at.....	495
14 female, at.....	450

Williamsport, Pa.:

Principals—

4 male, at.....	1,150
3 male, at.....	1,115
1 male, at.....	1,040
1 male, at.....	1,005
1 male, at.....	915
3 male, at.....	870

Teachers—

18 female, at.....	690
2 female, at.....	645
14 female, at.....	600
14 female, at.....	555
1 female, at.....	533
12 female, at.....	510
7 female, at.....	490
4 female, at.....	459
19 female, at.....	465
2 female, at.....	398
7 female, at.....	375

York, Pa.:

Principals—

6 male, at.....	855
3 male, at.....	810
2 male, at.....	765
2 male, at.....	730
2 male, at.....	675
1 female, at.....	675
1 female, at.....	630
1 male, at.....	585
1 female, at.....	513
1 male, at.....	495
1 female, at.....	495
1 female, at.....	450

Teachers—

2 male, at.....	675
3 female, at.....	585
3 male, at.....	540
7 female, at.....	540
1 female, at.....	522
15 female, at.....	513
24 female, at.....	495
10 female, at.....	477
17 female, at.....	466
40 female, at.....	450
1 female, at.....	405
2 female, at.....	378
1 female, at.....	360

Newport, R. I.:

Principals—

1 male, at.....	1,000
2 male, at.....	1,200
1 male, at.....	1,000
1 female, at.....	900
2 female, at.....	750
2 female, at.....	700
1 female, at.....	640
1 female, at.....	632

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 25,000 and fewer than 50,000 inhabitants—Continued.

Newport, R. I.—Continued.

Teachers—		
2 female, at.....	\$800	
3 female, at.....	700	
2 female, at.....	680	
1 female, at.....	650	
29 female, at.....	600	
1 female, at.....	582	
2 female, at.....	572	
3 female, at.....	552	
1 female, at.....	550	
5 female, at.....	532	
4 female, at.....	512	
2 female, at.....	492	
4 female, at.....	472	
1 female, at.....	460	
3 female, at.....	440	

Warwick, R. I.:

Principals—		
10 male, at.....	1,100	
2 female, at.....	800	
1 female, at.....	700	

Teachers—		
41 female, at.....	560	
1 female, at.....	550	
4 female, at.....	530	
11 female, at.....	500	
4 female, at.....	480	
1 female, at.....	475	
15 female, at.....	450	

Woonsocket, R. I.:

Principals—		
1 male, at.....	1,400	
1 female, at.....	950	
4 female, at.....	850	
3 female, at.....	800	
3 female, at.....	750	
1 female, at.....	725	
4 female, at.....	700	
2 female, at.....	650	

Vice principals—		
1 female, at.....	700	
1 female, at.....	725	
1 female, at.....	650	

Teachers—		
13 female, at.....	725	
25 female, at.....	600	
9 female, at.....	625	
3 female, at.....	575	
3 female, at.....	525	
2 female, at.....	500	
6 female, at.....	450	
12 female, at.....	400	

Columbia, S. C.:

Principals—		
1 male, at.....	1,300	
1 male, at.....	1,200	
1 female, at.....	1,100	
1 female, at.....	900	
1 female, at.....	743	
1 female, at.....	693	

Teachers—		
6 female, at.....	644	
25 female, at.....	594	
1 female, at.....	545	
12 female, at.....	540	
11 female, at.....	596	
1 female, at.....	347	
2 female, at.....	315	
1 female, at.....	297	

Chattanooga, Tenn.:

Principals—		
1 male, at.....	1,600	
1 female, at.....	1,500	
1 male, at.....	1,400	
1 female, at.....	1,350	
1 female, at.....	1,250	
2 male, at.....	900	

Teachers—		
2 female, at.....	855	
1 female, at.....	760	

1 colored. 3 Half time.
2 Colored. 4 10 colored.

Chattanooga, Tenn.—Continued.

Teachers—Continued.		
4 female, at.....	\$720	
10 female, at.....	700	
20 female, at.....	678	
1 female, at.....	586	
18 female, at.....	540	
18 female, at.....	496	
20 female, at.....	450	
1 male, at.....	406	
5 female, at.....	390	
4 female, at.....	315	
2 female, at.....	270	

Knoxville, Tenn.:

Principals—		
1 male, at.....	903	
7 female, at.....	855	
2 male, at.....	790	

Teachers—		
27 female, at.....	665	
11 female, at.....	617	
2 male, at.....	570	
9 female, at.....	570	
1 male, at.....	546	
1 male, at.....	523	
6 female, at.....	523	
1 male, at.....	499	
6 female, at.....	475	
1 male, at.....	451	
5 female, at.....	428	
3 female, at.....	394	
1 male, at.....	380	
5 female, at.....	380	
7 female, at.....	333	
1 female, at.....	308	
2 female, at.....	270	
2 female, at.....	261	
2 female, at.....	238	

El Paso, Tex.:

Supervising principals—		
5 female, at.....	1,350	
1 female, at.....	1,305	
1 female, at.....	1,193	
1 female, at.....	1,111	

Principals—		
1 female, at.....	1,080	
1 male, at.....	990	
2 female, at.....	945	

Vice principals—		
1 female, at.....	810	

Teachers—		
19 female, at.....	810	
1 female, at.....	788	
26 female, at.....	765	
2 female, at.....	743	
9 female, at.....	720	
7 female, at.....	698	
10 female, at.....	675	
2 female, at.....	653	
3 female, at.....	630	
3 female, at.....	604	
6 female, at.....	585	
1 female, at.....	563	
9 female, at.....	540	
2 female, at.....	513	
1 female, at.....	495	
2 female, at.....	473	
2 female, at.....	450	
1 female, at.....	390	

Ogden, Utah:

Principals—		
1 male, at.....	1,400	
2 male, at.....	1,350	
1 female, at.....	1,225	
2 female, at.....	1,125	
1 male, at.....	1,075	
1 female, at.....	1,025	
1 male, at.....	1,000	

Teachers—		
1 female, at.....	950	
2 male, at.....	900	

5 7 colored. 7 2 colored.
3 colored.

TABLE 10.—*Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.**Cities having 25,000 and fewer than 50,000 inhabitants—Continued.***Ogden, Utah—Continued.**

Teachers—Continued.	
2 female, at.....	\$800
1 female, at.....	825
2 male, at.....	800
14 female, at.....	800
1 female, at.....	798
1 female, at.....	793
1 female, at.....	788
1 female, at.....	775
2 female, at.....	770
3 female, at.....	750
1 female, at.....	728
2 female, at.....	725
1 female, at.....	720
2 male, at.....	700
7 female, at.....	700
7 female, at.....	700
1 female, at.....	695
1 female, at.....	694
1 female, at.....	688
1 female, at.....	675
4 female, at.....	663
9 female, at.....	650
1 female, at.....	648
1 female, at.....	638
1 female, at.....	635
1 female, at.....	613
14 female, at.....	600
2 female, at.....	575
10 female, at.....	550
3 female, at.....	538
3 female, at.....	525
32 female, at.....	500

Portsmouth, Va.:

Supervising principals—	
4 male, at.....	1,300
1 male, at.....	1,200
1 male, at.....	1,000
Principals—	
1 male, at.....	500

Teachers—	
8 female, at.....	650
9 female, at.....	600
7 female, at.....	575
18 female, at.....	550
9 female, at.....	500
8 female, at.....	450
3 female, at.....	400
2 female, at.....	350
9 female, at.....	300
6 female, at.....	275
1 female, at.....	250

Wheeling, W. Va.:

Principals—	
5 male, at.....	1,525
2 female, at.....	1,525
Teachers—	
2 female, at.....	850
1 female, at.....	750
9 female, at.....	710
11 female, at.....	670
15 female, at.....	640
17 female, at.....	630
69 female, at.....	590
6 female, at.....	543
8 female, at.....	495

Green Bay, Wis.:

Principals—	
1 male, at.....	900
1 male, at.....	850
1 female, at.....	800
1 male, at.....	750
4 female, at.....	720
2 female, at.....	700
1 female, at.....	550

Teachers—	
1 female, at.....	650
20 female, at.....	600
2 female, at.....	580
2 female, at.....	570
11 female, at.....	550

Green Bay, Wis.—Continued.

Teachers—Continued.	
9 female, at.....	\$520
15 female, at.....	500
1 female, at.....	480
5 female, at.....	470
1 female, at.....	460
9 female, at.....	450
1 female, at.....	200

La Crosse, Wis.:

Principals—	
4 male, at.....	1,600
1 male, at.....	1,550
1 male, at.....	1,350

Vice principals—

1 female, at.....	725
2 female, at.....	700
1 female, at.....	650

Teachers—

11 female, at.....	700
5 female, at.....	675
3 female, at.....	650
12 female, at.....	625
24 female, at.....	600
13 female, at.....	575
7 female, at.....	550
2 female, at.....	525
6 female, at.....	500

Madison, Wis.:

Principals—	
3 female, at.....	1,000
2 female, at.....	975
1 female, at.....	950
3 female, at.....	900
2 female, at.....	850

Vice principals—

1 female, at.....	725
2 female, at.....	700
1 female, at.....	675
1 female, at.....	650

Teachers—

2 female, at.....	750
3 female, at.....	725
2 female, at.....	700
5 female, at.....	675
13 female, at.....	650
22 female, at.....	625
17 female, at.....	600
5 female, at.....	575

Oshkosh, Wis.:

Principals—	
1 male, at.....	1,300
2 male, at.....	1,250
2 male, at.....	1,200
1 male, at.....	1,100
1 male, at.....	1,000
1 male, at.....	950
2 female, at.....	800
1 male, at.....	750

Teachers—

6 female, at.....	650
4 female, at.....	625
1 female, at.....	600
24 female, at.....	575
11 female, at.....	550
15 female, at.....	525
15 female, at.....	500
10 female, at.....	475
1 female, at.....	450
1 female, at.....	425
1 female, at.....	400

Sheboygan, Wis.:

Principals—	
5 male, at.....	1,450
1 male, at.....	1,350
1 male, at.....	1,300
1 male, at.....	1,000

Teachers—

5 female, at.....	700
3 female, at.....	675
3 female, at.....	650
2 female, at.....	625

¹ 1 colored.² 2 colored.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 25,000 and fewer than 50,000 inhabitants—Continued.

Sheboygan, Wis.—Continued.		Superior, Wis.—Continued.	
Teachers—Continued.		Teachers—Continued.	
10 female, at.....	\$600	12 female, at.....	\$570
16 female, at.....	575	12 female, at.....	523
16 female, at.....	550	8 female, at.....	475
3 female, at.....	525		
5 female, at.....	500	Racine, Wis.:	
6 female, at.....	475	Principals—	
Superior, Wis.:		5 male, at.....	1,550
Principals—		1 male, at.....	1,450
4 male, at.....	1,500	3 male, at.....	1,350
1 male, at.....	1,300	1 male, at.....	1,200
1 female, at.....	1,300	Teachers—	
1 male, at.....	1,200	23 female, at.....	700
1 female, at.....	1,100	29 female, at.....	675
Teachers—		14 female, at.....	650
3 male, at.....	760	10 female, at.....	625
45 female, at.....	760	8 female, at.....	600
6 female, at.....	736	3 female, at.....	575
15 female, at.....	713	13 female, at.....	550
3 female, at.....	689	2 female, at.....	525
10 female, at.....	665	5 female, at.....	500
15 female, at.....	618	2 female, at.....	475
		6 female, at.....	450

Cities having 10,000 and fewer than 25,000 inhabitants.

Anniston, Ala.:		Tucson, Ariz.:	
Principals—		Principals—	
1 male, at.....	\$1,200	1 female, at.....	\$1,300
1 female, at.....	711	3 female, at.....	1,100
1 male, at.....	675	1 female, at.....	1,000
1 female, at.....	630	1 female, at.....	900
1 male, at.....	595	Teachers—	
1 male, at.....	540	50 female, at.....	85
1 male, at.....	315	Argenta, Ark.:	
Teachers—		Principals—	
1 female, at.....	702	1 male, at.....	1,500
2 female, at.....	675	1 male, at.....	1,000
1 female, at.....	599	3 female, at.....	855
1 female, at.....	576	Teachers—	
1 female, at.....	549	30 female, at.....	550
1 female, at.....	540	Fort Smith, Ark.:	
2 female, at.....	531	Principals—	
1 female, at.....	513	3 male, at.....	1,575
3 female, at.....	501	1 male, at.....	1,485
2 female, at.....	493	1 male, at.....	1,125
3 female, at.....	468	1 female, at.....	810
3 female, at.....	431	1 male, at.....	788
1 female, at.....	428	1 male, at.....	540
1 female, at.....	423	Teachers—	
1 female, at.....	378	19 female, at.....	675
1 female, at.....	248	4 female, at.....	630
1 female, at.....	225	16 female, at.....	585
Selma, Ala.:		7 female, at.....	540
Principals—		6 female, at.....	495
1 female, at.....	900	20 female, at.....	450
1 male, at.....	855	3 female, at.....	405
1 female, at.....	630	1 female, at.....	360
Teachers—		Alameda, Cal.:	
3 female, at.....	855	Principals—	
1 female, at.....	765	4 male, at.....	2,160
7 female, at.....	675	1 male, at.....	1,860
1 female, at.....	653	1 female, at.....	1,620
1 female, at.....	585	3 male, at.....	1,380
1 female, at.....	540	1 female, at.....	1,320
1 female, at.....	450	1 male, at.....	1,200
1 female, at.....	383	Teachers—	
3 female, at.....	315	22 female, at.....	1,140
4 female, at.....	271	4 female, at.....	1,130
Phoenix, Ariz.:		13 female, at.....	1,110
Principals—		14 female, at.....	1,080
2 male, at.....	1,500	4 female, at.....	1,020
6 female, at.....	990	1 female, at.....	990
1 male, at.....	900	4 female, at.....	960
Teachers—		2 female, at.....	900
5 female, at.....	855	5 female, at.....	840
24 female, at.....	810	1 female, at.....	810
13 female, at.....	765	3 female, at.....	780
5 female, at.....	720	1 female, at.....	600

1 Colored.

2 Average monthly salary.

3 Average.

1 colored.

2 colored.

4 Vice principal.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Bakersfield, Cal.:			San Bernardino, Cal.—Continued.		
Principals—			Principals—Continued.		
5 female, at.....	\$1,250		1 male, at.....	900	
1 female, at.....	1,000		1 female, at.....	900	
Teachers—			7 female, at.....	810	
18 female, at.....	900		Teachers—		
8 female, at.....	855		1 female, at.....	810	
32 female, at.....	810		18 female, at.....	765	
Eureka, Cal.:			4 female, at.....	720	
Principals—			2 female, at.....	698	
3 male, at.....	1,100		2 female, at.....	675	
3 female, at.....	1,100		6 female, at.....	663	
Teachers—			5 female, at.....	630	
5 female, at.....	890		2 female, at.....	608	
2 female, at.....	870		2 female, at.....	585	
16 female, at.....	850		Santa Barbara, Cal.:		
2 female, at.....	830		Principals—		
5 female, at.....	810		3 male, at.....	1,400	
1 female, at.....	790		3 female, at.....	1,200	
2 female, at.....	770		Teachers—		
4 female, at.....	750		12 female, at.....	960	
Fresno, Cal.:			7 female, at.....	900	
Supervising principals—			2 female, at.....	875	
2 male, at.....	1,850		10 female, at.....	850	
2 male, at.....	1,750		1 female, at.....	825	
Principals—			1 female, at.....	775	
4 male, at.....	1,600		2 female, at.....	750	
2 male, at.....	1,500		Santa Cruz, Cal.:		
3 male, at.....	1,350		Principals—		
Teachers—			2 male, at.....	1,330	
12 female, at.....	1,100		1 female, at.....	1,200	
43 female, at.....	1,050		1 female, at.....	1,140	
9 female, at.....	1,000		2 female, at.....	900	
14 female, at.....	950		Teachers—		
23 female, at.....	900		3 female, at.....	900	
10 female, at.....	850		10 female, at.....	840	
9 female, at.....	800		17 female, at.....	780	
12 female, at.....	750		7 female, at.....	750	
Long Beach, Cal.:			Stockton, Cal.:		
Principals—			Principals—		
5 male, at.....	1,800		4 male, at.....	1,800	
2 male, at.....	1,600		1 female, at.....	1,800	
2 male, at.....	1,250		4 female, at.....	1,440	
3 male, at.....	1,150		Teachers—		
1 male, at.....	1,100		2 male, at.....	1,020	
Teachers—			94 female, at.....	1,020	
61 female, at.....	1,000		Vallejo, Cal.:		
5 female, at.....	925		Principals—		
11 female, at.....	825		1 male, at.....	2,500	
7 female, at.....	775		1 male, at.....	1,540	
1 female, at.....	700		11 female, at.....	1,380	
5 female, at.....	650		1 female, at.....	1,282	
4 female, at.....	600		1 female, at.....	1,260	
Pomona, Cal.:			1 female, at.....	1,227	
Principals—			11 female, at.....	1,210	
1 male, at.....	1,500		2 female, at.....	1,160	
5 female, at.....	1,200		Teachers—		
Teachers—			3 female, at.....	1,260	
23 female, at.....	900		3 female, at.....	1,210	
11 female, at.....	840		1 female, at.....	1,160	
14 female, at.....	780		2 female, at.....	1,077	
Redlands, Cal.:			2 female, at.....	1,037	
Supervising principals—			12 female, at.....	960	
1 male, at.....	1,400		1 female, at.....	930	
Principals—			7 female, at.....	900	
2 male, at.....	1,460		2 female, at.....	876	
2 female, at.....	1,460		2 female, at.....	250	
1 male, at.....	1,360		Trinidad, Colo.:		
2 female, at.....	1,360		Principals—		
Teachers—			2 male, at.....	1,200	
16 female, at.....	960		1 female, at.....	1,200	
2 female, at.....	900		1 male, at.....	1,000	
5 female, at.....	855		1 female, at.....	900	
2 female, at.....	810		1 female, at.....	880	
6 female, at.....	765		Teachers—		
4 female, at.....	720		1 male, at.....	800	
5 female, at.....	675		8 female, at.....	800	
San Bernardino, Cal.:			7 female, at.....	775	
Principals—			14 female, at.....	750	
1 male, at.....	1,200		8 female, at.....	700	
1 female, at.....	1,200		6 female, at.....	650	
1 female, at.....	945				

¹ Average.² Vice principal.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Ansonia, Conn.:			New London, Conn.:		
Principals—			Principals—		
1 female, at.....	\$960		1 male, at.....	\$1,500	
1 female, at.....	915		5 female, at.....	1,000	
2 female, at.....	830		* 1 female, at.....	700	
2 female, at.....	760		Teachers—		
1 female, at.....	700		1 female, at.....	900	
Teachers—			4 female, at.....	725	
2 female, at.....	750		3 female, at.....	700	
44 female, at.....	700		13 female, at.....	675	
3 female, at.....	650		3 female, at.....	650	
Danbury, Conn.:			6 female, at.....	625	
Principals—			1 female, at.....	600	
1 male, at.....	1,500		4 female, at.....	575	
1 male, at.....	1,200		2 female, at.....	550	
2 female, at.....	800		17 female, at.....	525	
1 female, at.....	760		8 female, at.....	500	
Teachers—			5 female, at.....	475	
1 female, at.....	760		6 female, at.....	450	
5 female, at.....	720		7 female, at.....	425	
2 female, at.....	680		7 female, at.....	400	
5 female, at.....	667		Wallingford, Conn.:		
21 female, at.....	640		Principals—		
3 female, at.....	627		2 male, at.....	1,300	
3 female, at.....	613		1 male, at.....	1,100	
13 female, at.....	600		1 female, at.....	900	
Manchester, Conn.:			Teachers—		
Principals—			3 female, at.....	675	
1 male, at.....	1,500		2 female, at.....	650	
* 1 female, at.....	675		4 female, at.....	625	
Teachers—			2 female, at.....	600	
2 female, at.....	570		12 female, at.....	575	
1 female, at.....	551		5 female, at.....	550	
1 female, at.....	532		2 female, at.....	525	
8 female, at.....	494		3 female, at.....	500	
8 female, at.....	456		7 female, at.....	425	
1 female, at.....	418		1 female, at.....	400	
Middletown, Conn.:			Athens, Ga.:		
Supervising principals—			Principals—		
1 male, at.....	1,250		1 female, at.....	1,200	
Teachers—			1 female, at.....	1,140	
1 female, at.....	740		1 female, at.....	1,080	
1 female, at.....	730		1 female, at.....	936	
1 female, at.....	680		1 female, at.....	864	
3 female, at.....	655		Teachers—		
1 female, at.....	635		28 female, at.....	600	
2 female, at.....	615		* 16 female, at.....	350	
1 female, at.....	610		Columbus, Ga.:		
1 female, at.....	595		Principals—		
4 female, at.....	580		1 male, at.....	1,500	
2 female, at.....	555		1 male, at.....	1,350	
2 female, at.....	550		1 male, at.....	1,150	
2 female, at.....	540		1 male, at.....	1,100	
1 female, at.....	535		1 female, at.....	950	
1 female, at.....	530		* 1 male, at.....	750	
1 female, at.....	525		* 1 male, at.....	550	
1 female, at.....	510		* 1 male, at.....	400	
1 female, at.....	480		Teachers—		
1 female, at.....	450		12 female, at.....	675	
3 female, at.....	440		11 female, at.....	600	
1 female, at.....	420		6 female, at.....	550	
Naugatuck, Conn.:			3 female, at.....	500	
Principals—			2 female, at.....	450	
1 female, at.....	1,200		2 female, at.....	400	
1 male, at.....	1,100		* 1 female, at.....	350	
1 female, at.....	800		* 6 female, at.....	300	
1 female, at.....	700		* 5 female, at.....	275	
2 female, at.....	650		* 2 female, at.....	250	
Teachers—			* 3 female, at.....	225	
1 female, at.....	800		* 2 female, at.....	200	
1 female, at.....	700		Rome, Ga.:		
1 female, at.....	625		Principals—		
16 female, at.....	600		1 male, at.....	1,200	
4 female, at.....	575		5 female, at.....	630	
1 female, at.....	550		Teachers—		
3 female, at.....	525		8 female, at.....	585	
1 female, at.....	500		20 female, at.....	495	
4 female, at.....	475		* 1 female, at.....	270	
5 female, at.....	450				
4 female, at.....	400				

* Vice principal.

* Colored.

* 1 colored.

TABLE 10.—*Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.**Cities having 10,000 and fewer than 25,000 inhabitants—Continued.*

Boise, Idaho:		Canton, Ill.—Continued.	
Principals—		Teachers—	
1 male, at	\$1,400	5 female, at	\$518
3 female, at	1,250	11 female, at	496
2 female, at	1,150	5 female, at	473
1 female, at	1,080	7 female, at	450
1 female, at	1,050	6 female, at	426
Teachers—		1 female, at	390
1 female, at	1,200	2 female, at	315
27 female, at	960	Champaign, Ill.:	
23 female, at	900	Principals—	
21 female, at	840	5 female, at	720
6 female, at	780	3 female, at	675
Alton, Ill.:		Teachers—	
Principals—		16 female, at	585
2 male, at	1,350	13 female, at	540
1 male, at	1,100	8 female, at	495
1 female, at	950	8 female, at	315
1 female, at	900	Chicago Heights, Ill.:	
2 female, at	850	Teachers—	
1 female, at	800	1 female, at	700
2 female, at	750	2 female, at	675
Teachers—		10 female, at	650
3 female, at	700	12 female, at	625
2 female, at	650	5 female, at	600
1 male, at	600	7 female, at	575
25 female, at	600	2 female, at	550
2 female, at	575	6 female, at	500
3 female, at	550	Cicero, Ill.:	
2 female, at	525	Principals—	
8 female, at	500	2 female, at	1,250
9 female, at	450	1 male, at	1,200
11 female, at	400	2 male, at	1,050
Belleville, Ill.:		1 male, at	1,000
Principals—		Teachers—	
1 male, at	1,200	14 female, at	850
4 male, at	1,000	3 female, at	800
1 male, at	950	6 female, at	750
1 female, at	750	6 female, at	700
1 female, at	650	2 female, at	650
Teachers—		23 female, at	600
1 female, at	800	Evanston, Ill.:	
1 male, at	700	District No. 75:	
16 female, at	700	Supervising principals—	
2 female, at	675	1 male, at	2,000
5 female, at	650	Principals—	
10 female, at	625	6 female, at	1,250
4 female, at	600	1 female, at	1,200
2 female, at	575	Teachers—	
2 female, at	550	1 female, at	950
2 female, at	525	6 female, at	875
3 female, at	500	7 female, at	850
Calro, Ill.:		16 female, at	825
Principals—		10 female, at	800
1 female, at	855	7 female, at	775
3 female, at	720	14 female, at	750
1 female, at	608	9 female, at	700
1 male, at	585	3 female, at	650
1 female, at	495	District No. 76:	
Teachers—		Teachers—	
4 female, at	675	4 female, at	1,100
2 female, at	585	2 female, at	1,000
3 female, at	540	2 female, at	975
3 female, at	518	2 female, at	950
4 female, at	495	3 female, at	925
1 female, at	473	2 female, at	900
4 female, at	450	2 female, at	875
3 female, at	405	4 female, at	850
6 female, at	383	2 female, at	825
3 female, at	360	5 female, at	800
4 female, at	338	2 female, at	775
3 female, at	315	4 female, at	750
1 female, at	296	1 female, at	725
Canton, Ill.:		3 female, at	700
Principals—		1 female, at	675
2 male, at	765	1 female, at	650
2 male, at	720	Freeport, Ill.:	
2 female, at	585	Principals—	
1 female, at	540	1 female, at	875
1 female, at	495	2 female, at	850

1 Colored.

* 1 colored,

* 2 colored,

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Freeport, Ill.—Continued.			Mattson, Ill.:		
Principals—Continued.			Principals—		
3 female, at	\$800		2 female, at	\$743	
1 female, at	700		2 female, at	653	
1 female, at	700		1 female, at	608	
1 female, at	675		2 female, at	585	
1 female, at	625		Teachers—		
Teachers—			1 female, at	630	
19 female, at	600		10 female, at	562	
2 female, at	575		5 female, at	540	
6 female, at	550		6 female, at	495	
4 female, at	525		4 female, at	473	
1 female, at	475		14 female, at	450	
3 female, at	450		3 female, at	405	
7 female, at	425		1 female, at	360	
6 female, at	400		Moline, Ill.:		
Galesburg, Ill.:			Principals—		
Principals—			3 female, at	1,050	
1 female, at	810		5 female, at	1,000	
1 female, at	788		1 female, at	720	
3 female, at	765		Teachers—		
1 female, at	720		8 female, at	720	
2 female, at	684		16 female, at	675	
1 female, at	630		27 female, at	630	
Teachers—			10 female, at	585	
22 female, at	630		16 female, at	495	
4 female, at	608		6 female, at	450	
1 female, at	585		2 female, at	405	
3 female, at	563		1 female, at	360	
6 female, at	540		Oak Park, Ill.:		
1 female, at	518		Principals—		
7 female, at	495		2 male, at	1,800	
7 female, at	450		1 male, at	1,700	
8 female, at	405		1 male, at	1,500	
1 female, at	315		2 female, at	1,300	
1 female, at	225		2 female, at	1,150	
Jacksonville, Ill.:			Teachers—		
Principals—			2 female, at	1,000	
5 female, at	900		3 female, at	950	
1 female, at	720		6 female, at	900	
Teachers—			29 female, at	850	
4 female, at	630		8 female, at	800	
20 female, at	540		17 female, at	750	
8 female, at	518		22 female, at	700	
15 female, at	495		12 female, at	650	
Kankakee, Ill.:			Rock Island, Ill.:		
Supervising principals—			Principals—		
2 female, at	855		1 male, at	1,200	
Principals—			1 male, at	1,100	
3 female, at	720		1 female, at	900	
1 female, at	630		2 female, at	855	
1 female, at	608		2 female, at	810	
Teachers—			1 female, at	765	
5 female, at	585		1 female, at	720	
15 female, at	540		Teachers—		
1 female, at	495		17 female, at	675	
4 female, at	473		22 female, at	630	
2 female, at	450		13 female, at	585	
3 female, at	428		4 female, at	540	
3 female, at	405		2 female, at	495	
3 female, at	225		3 female, at	450	
La Salle, Ill.:			7 female, at	405	
Principals—			5 female, at	360	
5 female, at	800		Waukegan, Ill.:		
Teachers—			Principals—		
1 male, at	700		3 male, at	1,200	
18 female, at	700		1 female, at	950	
3 female, at	600		2 female, at	850	
Lincoln, Ill.:			Teachers—		
Principals—			1 male, at	1,000	
1 female, at	900		1 male, at	900	
1 female, at	700		2 female, at	800	
2 female, at	650		4 female, at	750	
3 female, at	575		14 female, at	700	
4 female, at	550		1 female, at	725	
1 female, at	500		6 female, at	650	
Teachers—			4 female, at	550	
2 female, at	650		7 female, at	450	
3 female, at	540		1 female, at	400	
6 female, at	500		6 female, at	400	
6 female, at	450				
8 female, at	425				

1 Vice principal.

2 Assistants.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

East Chicago, Ind.:		Kokomo, Ind.—Continued.	
Principals—		Teachers—	
1 male, at.....	\$1,375	1 female, at.....	\$675
1 male, at.....	1,350	2 female, at.....	671
1 male, at.....	1,200	2 female, at.....	664
1 female, at.....	850	1 female, at.....	630
1 female, at.....	750	1 female, at.....	624
1 female, at.....	625	4 female, at.....	621
Teachers—		2 female, at.....	619
8 female, at.....	800	1 female, at.....	618
4 female, at.....	775	1 female, at.....	617
2 male, at.....	750	4 female, at.....	616
7 female, at.....	725	2 female, at.....	614
17 female, at.....	700	9 female, at.....	611
2 female, at.....	675	1 female, at.....	567
8 female, at.....	650	3 female, at.....	540
2 female, at.....	625	1 female, at.....	524
1 female, at.....	600	3 female, at.....	521
Gary, Ind.:		2 female, at.....	519
Principals—		3 female, at.....	515
1 female, at.....	1,320	4 female, at.....	513
2 female, at.....	1,000	4 female, at.....	510
1 female, at.....	900	3 female, at.....	508
Teachers—		1 female, at.....	506
1 male, at.....	950	2 female, at.....	467
14 female, at.....	900	La Porte, Ind.:	
7 female, at.....	850	Principals—	
9 female, at.....	800	1 female, at.....	905
3 female, at.....	750	2 female, at.....	900
6 female, at.....	700	Teachers—	
3 female, at.....	600	1 male, at.....	1,050
Huntington, Ind.:		2 female, at.....	780
Principals—		2 female, at.....	700
3 male, at.....	810	7 female, at.....	675
2 female, at.....	765	3 female, at.....	648
Teachers—		12 female, at.....	646
7 female, at.....	675	5 female, at.....	541
16 female, at.....	653	2 female, at.....	450
5 female, at.....	630	Logansport, Ind.:	
3 female, at.....	608	Principals—	
Jeffersonville, Ind.:		1 male, at.....	1,200
Principals—		1 male, at.....	900
4 male, at.....	900	2 female, at.....	765
1 male, at.....	785	1 male, at.....	675
Teachers—		4 female, at.....	675
2 female, at.....	598	Teachers—	
1 male, at.....	595	31 female, at.....	630
3 female, at.....	595	2 female, at.....	612
1 female, at.....	594	7 female, at.....	585
1 female, at.....	593	6 female, at.....	540
2 female, at.....	592	3 female, at.....	495
1 female, at.....	590	7 female, at.....	450
1 female, at.....	589	5 female, at.....	405
1 female, at.....	588	Marion, Ind.:	
2 female, at.....	586	Supervising principals—	
1 female, at.....	585	7 male, at.....	1,125
1 female, at.....	584	1 female, at.....	1,125
2 female, at.....	583	Principals—	
1 female, at.....	581	1 male, at.....	900
1 female, at.....	579	Teachers—	
2 female, at.....	577	1 male, at.....	675
1 female, at.....	567	1 female, at.....	675
1 female, at.....	543	1 female, at.....	633
1 female, at.....	498	32 female, at.....	630
1 female, at.....	474	2 female, at.....	626
1 female, at.....	473	4 female, at.....	625
1 female, at.....	469	4 female, at.....	621
1 female, at.....	460	1 female, at.....	619
1 female, at.....	387	5 female, at.....	617
2 female, at.....	385	3 female, at.....	616
1 female, at.....	381	1 female, at.....	614
1 female, at.....	370	2 female, at.....	612
Kokomo, Ind.:		3 female, at.....	585
Principals—		1 female, at.....	540
1 male, at.....	1,080	1 female, at.....	536
1 male, at.....	900	1 female, at.....	534
1 male, at.....	855	1 female, at.....	530
1 male, at.....	810	1 female, at.....	517
1 female, at.....	765	1 female, at.....	515
1 male, at.....	720	2 female, at.....	513
1 female, at.....	675	1 female, at.....	506

11 colored.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Marion, Ind.—Continued.

Teachers—Continued.

1 female, at.....	\$502
1 female, at.....	500
1 female, at.....	497
1 female, at.....	480
1 female, at.....	423
1 female, at.....	421
1 female, at.....	419
1 female, at.....	418
1 female, at.....	414
1 female, at.....	407

Mishawaka, Ind.:

Principals—

1 male, at.....	1,080
1 female, at.....	1,000
1 female, at.....	900

Teachers—

1 female, at.....	675
9 female, at.....	630
13 female, at.....	621
3 female, at.....	612
3 female, at.....	522
6 female, at.....	513
3 female, at.....	504
1 female, at.....	485
1 female, at.....	423
3 female, at.....	414
3 female, at.....	406

Muncie, Ind.:

Supervising principals—

3 male, at.....	1,000
2 male, at.....	950
2 female, at.....	950
1 male, at.....	900

Teachers—

1 female, at.....	740
2 female, at.....	693
2 male, at.....	688
3 female, at.....	688
6 female, at.....	665
37 female, at.....	642
1 female, at.....	641
5 female, at.....	630
2 female, at.....	624
1 female, at.....	623
2 female, at.....	621
5 female, at.....	619
1 female, at.....	618
3 female, at.....	616
2 female, at.....	614
1 female, at.....	612
1 female, at.....	603
5 female, at.....	601
1 female, at.....	592
1 female, at.....	540
2 female, at.....	528
1 female, at.....	520
2 female, at.....	518
2 female, at.....	517
1 female, at.....	515
2 female, at.....	514
1 female, at.....	511
4 female, at.....	508
1 female, at.....	504
1 female, at.....	425
1 female, at.....	418
2 female, at.....	416
2 female, at.....	405
1 female, at.....	403

Peru, Ind.:

Principals—

1 male, at.....	810
1 female, at.....	675
2 male, at.....	560
1 male, at.....	545

Teachers—

1 male, at.....	720
4 female, at.....	630
6 female, at.....	621
1 male, at.....	612

Peru, Ind.—Continued.

Teachers—Continued.

7 female, at.....	\$612
1 female, at.....	600
8 female, at.....	510
1 female, at.....	423
2 female, at.....	408

Richmond, Ind.:

Principals—

1 male, at.....	1,600
2 male, at.....	1,000
2 female, at.....	1,000
2 male, at.....	950
2 female, at.....	950
1 male, at.....	900
3 female, at.....	800

Teachers—

1 male, at.....	850
2 female, at.....	850
2 female, at.....	825
6 female, at.....	800
2 female, at.....	775
2 male, at.....	750
3 female, at.....	750
5 female, at.....	725
28 female, at.....	675
2 female, at.....	560
3 female, at.....	550
3 female, at.....	540

Boone, Iowa:

Principals—

4 female, at.....	630
1 female, at.....	626
1 female, at.....	540

Teachers—

10 female, at.....	540
5 female, at.....	518
3 female, at.....	495
3 female, at.....	473
5 female, at.....	450
6 female, at.....	428
5 female, at.....	405
1 female, at.....	383
1 female, at.....	360
1 female, at.....	338
2 female, at.....	270

Burlington, Iowa:

Principals—

4 male, at.....	1,260
4 female, at.....	1,150
1 female, at.....	1,125
1 female, at.....	1,100
1 female, at.....	950
1 female, at.....	778
9 female, at.....	728

Teachers—

2 female, at.....	710
9 female, at.....	668
22 female, at.....	658
1 female, at.....	636
3 female, at.....	627
8 female, at.....	615
1 female, at.....	612
2 female, at.....	594
4 female, at.....	586
1 female, at.....	565
2 female, at.....	561
1 female, at.....	551
3 female, at.....	529
2 female, at.....	504
1 female, at.....	496
4 female, at.....	473
2 female, at.....	442
2 female, at.....	410
2 female, at.....	361

Fort Dodge, Iowa:

Principals—

1 female, at.....	810
4 female, at.....	720
1 female, at.....	675
1 female, at.....	630

1 Part time.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Fort Dodge, Iowa—Continued.

Teachers—	
1 female, at.....	\$630
5 female, at.....	608
14 female, at.....	585
7 female, at.....	563
14 female, at.....	540
1 female, at.....	518
5 female, at.....	495

Keokuk, Iowa:

Principals—	
1 male, at.....	1,400
1 female, at.....	1,200
4 female, at.....	1,000

Teachers—	
2 female, at.....	760
1 female, at.....	713
1 female, at.....	637
9 female, at.....	618
2 female, at.....	599
4 female, at.....	589
12 female, at.....	570
4 female, at.....	546
1 female, at.....	523
4 female, at.....	499
2 female, at.....	475
1 female, at.....	451
3 female, at.....	428

Marshalltown, Iowa:

Principals—	
1 female, at.....	900
6 female, at.....	855

Teachers—	
4 female, at.....	800
7 female, at.....	650
35 female, at.....	600

Mason City, Iowa:

Principals—	
1 male, at.....	1,100
2 male, at.....	855
1 male, at.....	833
1 female, at.....	720
1 female, at.....	540
1 female, at.....	495

Teachers—	
1 male, at.....	698
2 female, at.....	675
1 female, at.....	631
1 male, at.....	630
4 female, at.....	630
2 female, at.....	608
2 female, at.....	595
5 female, at.....	585
2 female, at.....	563
6 female, at.....	540
6 female, at.....	518
2 female, at.....	495
1 female, at.....	473
1 female, at.....	472
1 female, at.....	450
1 female, at.....	405
1 female, at.....	315

Muscatine, Iowa:

Principals—	
5 female, at.....	950
1 female, at.....	850
1 female, at.....	800

Teachers—	
6 female, at.....	650
28 female, at.....	600
14 female, at.....	550
9 female, at.....	500
1 female, at.....	400

Ottumwa, Iowa:

Principals—	
3 female, at.....	950
6 female, at.....	900
2 female, at.....	750

Teachers—	
15 female, at.....	713
13 female, at.....	665
18 female, at.....	618

1 Assistants.

2 1 colored.

Ottumwa, Iowa—Continued.

Teachers—Continued.	
5 female, at.....	\$570
7 female, at.....	523
8 female, at.....	475
14 female, at.....	428
10 female, at.....	380
12 female, at.....	285
5 female, at.....	238

Coffeyville, Kans.:

Principals—	
1 male, at.....	765
1 female, at.....	765
3 male, at.....	720
3 female, at.....	720
1 male, at.....	630
1 female, at.....	630

Teachers—	
1 male, at.....	585
24 female, at.....	585
1 male, at.....	540
21 female, at.....	540
10 female, at.....	495
2 female, at.....	450

Fort Scott, Kans.:

Supervising principals—	
1 male, at.....	1,100

Principals—	
2 male, at.....	765
5 female, at.....	765

Teachers—	
1 male, at.....	585
23 female, at.....	585

Hutchinson, Kans.:

Principals—	
1 female, at.....	810
1 female, at.....	788
3 female, at.....	765
2 female, at.....	698

Teachers—	
6 female, at.....	653
4 female, at.....	630
6 female, at.....	608
1 male, at.....	585
14 female, at.....	585
4 female, at.....	563
15 female, at.....	540
10 female, at.....	518
4 female, at.....	495
1 female, at.....	473

Independence, Kans.:

Principals—	
1 male, at.....	1,300
1 male, at.....	1,080
2 male, at.....	1,000
1 male, at.....	900

Teachers—	
24 female, at.....	630
2 female, at.....	585
9 female, at.....	563
2 female, at.....	540
1 female, at.....	495
3 female, at.....	270

Lawrence, Kans.:

Principals—	
1 male, at.....	990
1 female, at.....	855
1 female, at.....	810
2 female, at.....	765
1 female, at.....	608

Teachers—	
5 female, at.....	608
7 female, at.....	585
5 female, at.....	540
8 female, at.....	518
2 female, at.....	495
2 female, at.....	473
1 female, at.....	450
2 female, at.....	408
2 female, at.....	405

3 Colored.

4 2 colored.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Leavenworth, Kans.:		Auburn, Me.—Continued.	
Principals—		Principals—Continued.	
4 female, at.....	\$810	1 female, at.....	\$500
Teachers—		1 female, at.....	350
24 female, at.....	575	Teachers—	
Parsons, Kans.:		14 female, at.....	535
Principals—		5 female, at.....	500
3 female, at.....	850	4 female, at.....	475
1 male, at.....	765	5 female, at.....	450
Teachers—		4 female, at.....	425
1 male, at.....	850	4 female, at.....	400
11 female, at.....	574	4 female, at.....	375
2 male, at.....	574	5 female, at.....	350
2 male, at.....	531	3 female, at.....	325
11 female, at.....	531	3 female, at.....	300
4 female, at.....	510	1 female, at.....	275
5 female, at.....	489	Augusta, Me.:	
7 female, at.....	468	Supervising principals—	
Frankfort, Ky.:		1 male, at.....	1,200
Teachers—		1 male, at.....	1,100
1 female, at.....	650	Principals—	
3 female, at.....	575	3 female, at.....	550
5 female, at.....	525	Teachers—	
6 female, at.....	500	1 female, at.....	550
2 female, at.....	475	6 female, at.....	525
5 female, at.....	450	3 female, at.....	500
1 female, at.....	400	4 female, at.....	475
2 female, at.....	375	3 female, at.....	450
1 female, at.....	350	8 female, at.....	425
Henderson, Ky.:		2 female, at.....	400
Principals—		1 female, at.....	375
1 male, at.....	1,100	1 female, at.....	350
1 female, at.....	1,000	Bangor, Me.:	
1 male, at.....	800	Principals—	
2 female, at.....	800	1 male, at.....	1,500
1 male, at.....	575	1 female, at.....	900
Teachers—		8 female, at.....	648
3 female, at.....	550	Teachers—	
8 female, at.....	525	5 female, at.....	675
10 female, at.....	500	38 female, at.....	648
4 female, at.....	475	5 female, at.....	621
3 female, at.....	450	7 female, at.....	585
1 female, at.....	425	1 female, at.....	576
6 female, at.....	400	4 female, at.....	558
12 female, at.....	375	7 female, at.....	522
15 female, at.....	350	1 female, at.....	495
12 female, at.....	300	7 female, at.....	486
Owensboro, Ky.:		1 female, at.....	468
Principal—		2 female, at.....	450
2 male, at.....	900	2 female, at.....	432
2 male, at.....	855	Arlington, Mass.:	
1 male, at.....	765	Principals—	
1 male, at.....	720	2 male, at.....	1,400
1 male, at.....	640	1 male, at.....	1,300
Teachers—		1 female, at.....	1,000
19 female, at.....	495	1 female, at.....	800
5 female, at.....	468	Teachers—	
9 female, at.....	428	1 female, at.....	900
8 female, at.....	405	4 female, at.....	750
3 female, at.....	383	18 female, at.....	700
7 female, at.....	360	4 female, at.....	675
1 female, at.....	38	9 female, at.....	650
Monroe, La.:		2 female, at.....	625
Principals—		3 female, at.....	600
1 male, at.....	1,200	1 female, at.....	550
1 female, at.....	385	2 female, at.....	500
Teachers—		2 female, at.....	400
1 female, at.....	720	Attleboro, Mass.:	
1 male, at.....	675	Supervising principals—	
1 female, at.....	675	3 male, at.....	1,200
1 female, at.....	630	Principals—	
1 female, at.....	585	1 male, at.....	800
6 female, at.....	540	1 male, at.....	750
4 female, at.....	495	2 female, at.....	700
1 female, at.....	450	3 female, at.....	675
12 female, at.....	350	Teachers—	
1 female, at.....	175	1 female, at.....	670
Auburn, Me.:		4 female, at.....	650
Principals—		16 female, at.....	625
1 male, at.....	1,400	9 female, at.....	600
1 female, at.....	825	6 female, at.....	575
4 female, at.....	525	5 female, at.....	550

¹ Colored.² 1 colored.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Attleboro, Mass.—Continued.

Teachers—Continued.

1 female, at.....	\$530
2 female, at.....	525
1 female, at.....	510
7 female, at.....	800
1 female, at.....	475

Beverly, Mass.:

Principals—

1 male, at.....	1,000
4 female, at.....	1,000
1 female, at.....	850
2 female, at.....	750

Teachers—

46 female, at.....	700
12 female, at.....	650
15 female, at.....	600
13 female, at.....	550
3 female, at.....	500

Clinton, Mass.:

Teachers—

2 female, at.....	745
4 female, at.....	675
4 female, at.....	607
35 female, at.....	605

Framingham, Mass.:

Principals—

1 male, at.....	1,500
1 female, at.....	1,200
1 male, at.....	1,050
4 female, at.....	900
1 female, at.....	670

Teachers—

3 female, at.....	700
29 female, at.....	650
2 female, at.....	600
4 female, at.....	550
1 female, at.....	500
1 female, at.....	450
6 female, at.....	400

Gardner, Mass.:

Principals—

3 female, at.....	629
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Teachers—

1 female, at.....	574
1 female, at.....	555
2 female, at.....	537
26 female, at.....	518
5 female, at.....	500
3 female, at.....	481
1 female, at.....	463
1 female, at.....	185

Gloucester, Mass.:

Principals—

2 male, at.....	1,600
3 female, at.....	750
4 female, at.....	725
2 female, at.....	625

Teachers—

4 female, at.....	650
1 female, at.....	600
22 female, at.....	575
62 female, at.....	525
4 female, at.....	500
1 female, at.....	475
3 female, at.....	425
3 female, at.....	400
4 female, at.....	375

Greenfield, Mass.:

Principals—

1 male, at.....	900
1 female, at.....	700
2 female, at.....	600
4 female, at.....	550
1 female, at.....	520

Teachers—

4 female, at.....	650
3 female, at.....	600
6 female, at.....	550
10 female, at.....	500
4 female, at.....	480
2 female, at.....	450

Leominster, Mass.:

Principals—

1 female, at.....	\$875
1 female, at.....	741
2 female, at.....	722
1 female, at.....	713
1 female, at.....	684
2 female, at.....	646
1 female, at.....	627

Teachers—

3 female, at.....	700
1 female, at.....	627
3 female, at.....	608
10 female, at.....	589
11 female, at.....	570
1 female, at.....	551
3 female, at.....	532
1 female, at.....	513
2 female, at.....	494
1 female, at.....	475
3 female, at.....	456
1 female, at.....	437
6 female, at.....	418

Marlboro, Mass.:

Principals—

3 male, at.....	900
1 female, at.....	900

Teachers—

3 female, at.....	675
44 female, at.....	600

Medford, Mass.:

Principals—

1 male, at.....	1,550
4 male, at.....	1,500
1 male, at.....	1,000
1 female, at.....	850
2 female, at.....	775
5 female, at.....	750
1 female, at.....	725
1 female, at.....	700

Teachers—

1 female, at.....	750
66 female, at.....	700
8 female, at.....	650
7 female, at.....	600
3 female, at.....	550
1 female, at.....	500
1 female, at.....	450

Melrose, Mass.:

Principals—

1 male, at.....	2,200
2 male, at.....	1,500
3 male, at.....	1,200
3 female, at.....	1,150

Teachers—

1 male, at.....	1,500
1 male, at.....	1,000
3 female, at.....	1,000
1 female, at.....	950
2 female, at.....	900
5 female, at.....	850
3 female, at.....	800
7 female, at.....	750
14 female, at.....	700
30 female, at.....	650
4 female, at.....	600
3 female, at.....	550
2 female, at.....	500
1 female, at.....	450

Methuen, Mass.:

Principals—

1 female, at.....	850
1 female, at.....	700
3 female, at.....	650
1 female, at.....	600
1 female, at.....	501
1 female, at.....	456

Teachers—

1 female, at.....	600
9 female, at.....	575
1 female, at.....	575
2 female, at.....	526

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Methuen, Mass.—Continued.		Southbridge, Mass.:	
Teachers—Continued.		Principals—	
4 female, at.....	\$501	1 female, at.....	\$700
1 female, at.....	484	3 female, at.....	500
10 female, at.....	456	Teachers—	
6 female, at.....	418	1 female, at.....	520
7 female, at.....	380	2 female, at.....	500
Milford, Mass.:		18 female, at.....	480
Principals—		Wakefield, Mass.:	
3 female, at.....	700	Principals—	
2 female, at.....	675	1 male, at.....	1,300
2 female, at.....	650	1 male, at.....	1,200
2 female, at.....	600	1 male, at.....	1,000
Teachers—		1 female, at.....	900
30 female, at.....	600	2 female, at.....	750
2 female, at.....	550	Teachers—	
1 female, at.....	500	1 female, at.....	700
2 female, at.....	480	24 female, at.....	650
4 female, at.....	425	6 female, at.....	625
2 female, at.....	400	7 female, at.....	600
Newburyport, Mass.:		8 female, at.....	575
Principals—		2 female, at.....	550
1 male, at.....	1,500	1 female, at.....	500
1 male, at.....	1,300	1 female, at.....	475
1 female, at.....	1,000	1 female, at.....	360
Teachers—		1 female, at.....	300
3 female, at.....	650	Webster, Mass.:	
24 female, at.....	600	Principals—	
1 female, at.....	575	2 female, at.....	700
4 female, at.....	550	1 female, at.....	650
4 female, at.....	500	Teachers—	
1 female, at.....	450	10 female, at.....	580
1 female, at.....	350	12 female, at.....	540
North Adams, Mass.:		3 female, at.....	400
Principals—		Westfield, Mass.:	
1 male, at.....	950	Principals—	
1 female, at.....	900	3 male, at.....	1,400
1 female, at.....	800	1 female, at.....	1,000
2 female, at.....	750	2 female, at.....	700
1 female, at.....	722	Teachers—	
1 female, at.....	700	5 female, at.....	580
1 female, at.....	608	5 female, at.....	540
Teachers—		44 female, at.....	460
16 female, at.....	600	Weymouth, Mass.:	
1 female, at.....	575	Principals—	
2 female, at.....	570	3 male, at.....	1,000
23 female, at.....	560	1 male, at.....	900
7 female, at.....	522	1 male, at.....	700
4 female, at.....	520	1 female, at.....	700
5 female, at.....	494	4 female, at.....	575
5 female, at.....	480	Teachers—	
1 female, at.....	456	32 female, at.....	550
9 female, at.....	440	1 male, at.....	500
1 female, at.....	418	6 female, at.....	500
2 female, at.....	400	6 female, at.....	450
Pembury, Mass.:		Woburn, Mass.:	
Principals—		Principals—	
1 male, at.....	1,400	1 male, at.....	1,500
1 male, at.....	1,300	1 male, at.....	1,400
2 female, at.....	900	2 male, at.....	1,100
1 female, at.....	800	1 female, at.....	750
3 female, at.....	650	2 female, at.....	713
Revere, Mass.:		1 female, at.....	700
Supervising principals—		2 female, at.....	688
4 female, at.....	1,200	3 female, at.....	663
1 male, at.....	1,200	Teachers—	
Principals—		22 female, at.....	650
1 female, at.....	1,100	20 female, at.....	600
2 female, at.....	1,000	2 female, at.....	550
1 female, at.....	750	1 female, at.....	500
1 female, at.....	550	1 female, at.....	450
Teachers—		Adrian, Mich.:	
4 female, at.....	725	Teachers—	
2 female, at.....	700	1 female, at.....	750
7 female, at.....	675	6 female, at.....	625
5 female, at.....	650	15 female, at.....	600
21 female, at.....	625	1 female, at.....	575
20 female, at.....	600	5 female, at.....	550
6 female, at.....	575	2 female, at.....	525
13 female, at.....	550	4 female, at.....	500
3 female, at.....	525		
9 female, at.....	500		
2 female, at.....	475		

1 Vice principal.

2 Assistants.

3 Average.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Alpena, Mich.:		Marquette, Mich.—Continued.	
Principals—		Teachers—Continued.	
1 male, at.....	\$850	1 female, at.....	\$750
1 male, at.....	800	2 female, at.....	725
1 male, at.....	750	7 female, at.....	650
1 female, at.....	600	7 female, at.....	625
3 female, at.....	580	3 female, at.....	600
2 female, at.....	560	7 female, at.....	575
Teachers—		1 female, at.....	525
2 female, at.....	600	4 female, at.....	500
4 female, at.....	570	1 female, at.....	475
18 female, at.....	540	1 female, at.....	450
2 female, at.....	500	Menominee, Mich.:	
1 female, at.....	470	Teachers—	
3 female, at.....	440	2 female, at.....	665
3 female, at.....	400	1 female, at.....	641
1 female, at.....	350	1 female, at.....	618
Ann Arbor, Mich.:		8 female, at.....	594
Principals—		17 female, at.....	570
1 female, at.....	875	9 female, at.....	546
4 female, at.....	800	3 female, at.....	523
1 female, at.....	775	1 female, at.....	499
1 female, at.....	600	4 female, at.....	475
Teachers—		2 female, at.....	450
2 female, at.....	775	Muskegon, Mich.:	
2 female, at.....	750	Supervising principals—	
23 female, at.....	700	1 female, at.....	1,100
6 female, at.....	650	2 female, at.....	850
5 female, at.....	600	4 female, at.....	750
5 female, at.....	550	Principals—	
1 female, at.....	500	3 female, at.....	650
Escanaba, Mich.:		1 female, at.....	500
Principals—		Teachers—	
1 female, at.....	825	7 female, at.....	700
2 female, at.....	700	31 female, at.....	650
2 female, at.....	675	5 female, at.....	600
Teachers—		1 female, at.....	575
4 female, at.....	700	3 female, at.....	550
10 female, at.....	625	6 female, at.....	500
2 female, at.....	600	4 female, at.....	450
4 female, at.....	575	7 female, at.....	400
2 female, at.....	550	13 female, at.....	350
6 female, at.....	500	Port Huron, Mich.:	
4 female, at.....	450	Principals—	
4 female, at.....	400	2 female, at.....	750
13 female, at.....	300	1 female, at.....	675
12 female, at.....	250	1 female, at.....	650
Holland, Mich.:		6 female, at.....	625
Principals—		1 female, at.....	600
1 female, at.....	675	2 female, at.....	575
3 female, at.....	650	Teachers—	
2 female, at.....	625	2 female, at.....	575
Teachers—		20 female, at.....	525
1 female, at.....	600	1 female, at.....	500
6 female, at.....	575	5 female, at.....	475
4 female, at.....	550	10 female, at.....	450
8 female, at.....	525	12 female, at.....	425
9 female, at.....	500	7 female, at.....	400
5 female, at.....	475	5 female, at.....	375
3 female, at.....	450	Sault Ste. Marie, Mich.:	
4 female, at.....	425	Principals—	
Ironwood, Mich.:		2 male, at.....	925
Principals—		2 male, at.....	850
1 male, at.....	1,000	Teachers—	
1 female, at.....	730	5 female, at.....	700
2 female, at.....	680	3 female, at.....	675
Teachers—		3 female, at.....	650
10 female, at.....	700	1 female, at.....	637
12 female, at.....	650	5 female, at.....	625
17 female, at.....	600	12 female, at.....	600
1 female, at.....	450	5 female, at.....	575
3 female, at.....	250	6 female, at.....	550
4 female, at.....	125	Mankato, Minn.:	
Marquette, Mich.:		Principals—	
Principals—		1 female, at.....	653
1 female, at.....	850	2 female, at.....	630
1 female, at.....	750	1 female, at.....	585
6 female, at.....	725	1 female, at.....	563
Teachers—		Teachers—	
1 female, at.....	850	2 female, at.....	573
1 male, at.....	750	9 female, at.....	540

1 Assistants.

2 Average.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Mankato, Minn.—Continued.			Meridian, Miss.—Continued.		
Teachers—Continued.			Teachers—Continued.		
4 female, at.....	\$518		5 female, at.....	\$450	
1 female, at.....	495		1 female, at.....	315	
6 female, at.....	473		1 female, at.....	293	
3 female, at.....	450		1 female, at.....	270	
St. Cloud, Minn.:			1 female, at.....	225	
Principals—			Vicksburg, Miss.:		
1 male, at.....	900		Principals—		
1 female, at.....	900		1 male, at.....	900	
2 female, at.....	743		2 male, at.....	720	
Teachers—			1 female, at.....	675	
3 female, at.....	608		Teachers—		
3 female, at.....	585		3 female, at.....	585	
9 female, at.....	563		16 female, at.....	540	
3 female, at.....	540		3 female, at.....	495	
2 female, at.....	518		13 female, at.....	297	
2 female, at.....	495		8 female, at.....	270	
Winona, Minn.:			Hannibal, Mo.:		
Principals—			Principals—		
4 female, at.....	900		1 male, at.....	1,170	
1 female, at.....	850		2 male, at.....	1,080	
1 male, at.....	800		1 male, at.....	900	
1 female, at.....	800		1 female, at.....	900	
1 female, at.....	725		1 female, at.....	675	
Teachers—			1 female, at.....	630	
2 female, at.....	690		Teachers—		
1 female, at.....	675		6 female, at.....	630	
2 female, at.....	660		1 female, at.....	585	
1 female, at.....	655		5 female, at.....	540	
2 female, at.....	640		11 female, at.....	495	
7 female, at.....	615		16 female, at.....	450	
1 female, at.....	610		9 female, at.....	405	
1 female, at.....	600		10 female, at.....	360	
1 female, at.....	585		Sedalia, Mo.:		
6 female, at.....	580		Principals—		
1 female, at.....	580		1 male, at.....	810	
7 female, at.....	570		2 female, at.....	810	
1 female, at.....	560		3 female, at.....	675	
4 female, at.....	550		1 female, at.....	630	
2 female, at.....	545		1 female, at.....	608	
2 female, at.....	540		1 female, at.....	495	
2 female, at.....	530		Teachers—		
3 female, at.....	510		1 male, at.....	540	
2 female, at.....	505		14 female, at.....	540	
2 female, at.....	490		9 female, at.....	495	
1 female, at.....	485		3 female, at.....	473	
1 female, at.....	470		7 female, at.....	450	
Hattiesburg, Miss.:			5 female, at.....	428	
Principals—			17 female, at.....	405	
1 male, at.....	720		2 female, at.....	383	
1 female, at.....	720		4 female, at.....	360	
1 female, at.....	675		Webb, Mo.:		
1 female, at.....	595		Principals—		
1 male, at.....	450		2 male, at.....	585	
1 female, at.....	270		3 female, at.....	585	
Teachers—			Teachers—		
4 female, at.....	630		2 female, at.....	495	
3 female, at.....	595		3 female, at.....	450	
16 female, at.....	540		2 female, at.....	428	
5 female, at.....	495		5 female, at.....	405	
1 male, at.....	225		3 female, at.....	383	
6 female, at.....	225		12 female, at.....	360	
Meridian, Miss.:			3 female, at.....	338	
Principals—			9 female, at.....	315	
1 male, at.....	1,200		Great Falls, Mont.:		
4 female, at.....	810		Principals—		
1 female, at.....	765		1 female, at.....	1,450	
1 female, at.....	675		1 female, at.....	1,310	
1 male, at.....	630		1 female, at.....	1,295	
1 male, at.....	405		2 female, at.....	1,275	
1 male, at.....	360		1 female, at.....	1,240	
1 female, at.....	315		1 female, at.....	1,225	
Teachers—			1 female, at.....	1,155	
4 female, at.....	630		Teachers—		
7 female, at.....	608		1 female, at.....	980	
18 female, at.....	585		11 female, at.....	960	
5 female, at.....	540		7 female, at.....	920	
6 female, at.....	518		15 female, at.....	900	
5 female, at.....	495		2 female, at.....	880	
5 female, at.....	473		6 female, at.....	870	
1 Colored.	21 Colored.		2 Colored.	4 Colored.	

TABLE 10.—*Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.**Cities having 10,000 and fewer than 25,000 inhabitants—Continued.*

Great Falls, Mont.—Continued.

Teachers—Continued.

4 female, at.....	\$960
7 female, at.....	840
2 female, at.....	800
8 female, at.....	780
1 female, at.....	750
1 female, at.....	600

Missoula, Mont.:

Principals—

1 male, at.....	1,600
1 male, at.....	1,550
1 male, at.....	1,500
2 male, at.....	1,440
1 male, at.....	1,110
1 male, at.....	1,080

Teachers—

26 female, at.....	1,080
8 female, at.....	1,020
13 female, at.....	960
1 female, at.....	900
3 female, at.....	840

Grand Island, Nebr.:

Teachers—

2 female, at.....	765
1 female, at.....	630
18 female, at.....	540
6 female, at.....	518
2 female, at.....	495
2 female, at.....	473
11 female, at.....	450

Reno, Nev.:

Principals—

1 male, at.....	1,350
1 female, at.....	1,250
3 female, at.....	1,000

Teachers—

20 female, at.....	900
3 female, at.....	850
5 female, at.....	800
3 female, at.....	750

Concord, N. H.:

Principals—

1 female, at.....	728
1 female, at.....	718
3 female, at.....	668
2 female, at.....	643
1 female, at.....	640

Dover, N. H.:

Teachers—

1 male, at.....	1,000
1 female, at.....	650
2 male, at.....	600
23 female, at.....	550
2 female, at.....	500
2 female, at.....	450
1 female, at.....	400

Keene, N. H.:

Teachers—

2 female, at.....	720
3 female, at.....	650
2 female, at.....	585
12 female, at.....	504
3 female, at.....	486
2 female, at.....	468
3 female, at.....	450
4 female, at.....	396
1 female, at.....	324
1 female, at.....	288
15 female, at.....	144

Laconia, N. H.:

Teachers—

1 male, at.....	850
1 female, at.....	700
1 female, at.....	650
2 female, at.....	600
1 female, at.....	525
2 female, at.....	486
1 female, at.....	468
1 female, at.....	450
6 female, at.....	432
1 male, at.....	425

Laconia, N. H.—Continued.

Teachers—Continued.

1 female, at.....	\$414
9 female, at.....	368
6 female, at.....	360
1 female, at.....	316
1 female, at.....	180

Portsmouth, N. H.:

Principals—

2 female, at.....	800
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Teachers—

21 female, at.....	650
3 female, at.....	600
1 female, at.....	550
4 female, at.....	450
1 female, at.....	285

Asbury Park, N. J.:

Supervising principals—

2 female, at.....	1,300
1 female, at.....	1,000

Principals—

1 male, at.....	1,000
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Teachers—

1 female, at.....	950
1 female, at.....	875
1 female, at.....	850
16 female, at.....	800
7 female, at.....	775
4 female, at.....	750
3 female, at.....	725
8 female, at.....	700
1 female, at.....	650
2 female, at.....	625
3 female, at.....	600
1 female, at.....	575
2 female, at.....	550

Bridgeton, N. J.:

Teachers—

2 male, at.....	725
1 female, at.....	725
1 female, at.....	650
1 female, at.....	625
11 female, at.....	575
3 female, at.....	550
3 female, at.....	525
3 female, at.....	500
2 female, at.....	475
9 female, at.....	450
6 female, at.....	425
1 male, at.....	400
4 female, at.....	400
1 female, at.....	380

Hackensack, N. J.:

Principals—

1 male, at.....	2,250
2 male, at.....	2,000
1 female, at.....	2,000
1 female, at.....	925
1 female, at.....	875
2 female, at.....	850

Teachers—

1 female, at.....	1,000
1 female, at.....	975
2 female, at.....	900
1 female, at.....	875
1 female, at.....	850
3 female, at.....	825
10 female, at.....	800
6 female, at.....	775
12 female, at.....	750
2 female, at.....	725
10 female, at.....	700
1 female, at.....	675
8 female, at.....	650
2 female, at.....	600

Harrison, N. J.:

Principals—

1 female, at.....	1,800
13 female, at.....	1,200

Teachers—

6 female, at.....	1,000
1 female, at.....	900

¹ Vice principals.² Colored.³ 1 colored.⁴ 2 colored.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Harrison, N. J.—Continued.		Montclair, N. J.:	
Teachers—Continued.		Supervising principals—	
1 female, at.....	\$800	1 male, at.....	\$3,200
6 female, at.....	750	1 male, at.....	3,000
3 female, at.....	700	1 male, at.....	2,900
2 female, at.....	650	1 male, at.....	2,250
3 female, at.....	600	1 female, at.....	1,150
4 female, at.....	552		
1 female, at.....	500	Teachers—	
Irrington, N. J.:		1 male, at.....	1,250
Principals—		1 female, at.....	1,200
1 male, at.....	1,400	2 female, at.....	1,150
2 female, at.....	1,200	1 male, at.....	1,050
1 female, at.....	1,100	4 female, at.....	1,025
Teachers—		3 female, at.....	1,000
1 female, at.....	1,000	1 female, at.....	975
1 female, at.....	950	2 female, at.....	950
4 female, at.....	900	14 female, at.....	925
1 female, at.....	875	6 female, at.....	900
9 female, at.....	850	6 female, at.....	875
6 female, at.....	800	3 female, at.....	850
1 female, at.....	775	3 female, at.....	825
7 female, at.....	750	4 female, at.....	800
1 female, at.....	725	6 female, at.....	775
12 female, at.....	700	7 female, at.....	750
19 female, at.....	650	5 female, at.....	725
Kearney, N. J.:		7 female, at.....	700
Principals—		3 female, at.....	675
2 male, at.....	1,900	2 female, at.....	650
2 male, at.....	1,700	1 female, at.....	600
1 male, at.....	1,600	Morristown, N. J.:	
1 male, at.....	1,500	Principals—	
1 female, at.....	1,000	1 female, at.....	1,100
12 female, at.....	950	1 female, at.....	900
11 female, at.....	900	1 female, at.....	850
11 female, at.....	850	Teachers—	
5 female, at.....	900	6 female, at.....	825
1 male, at.....	850	1 female, at.....	800
8 female, at.....	850	11 female, at.....	775
20 female, at.....	800	6 female, at.....	750
18 female, at.....	750	2 female, at.....	725
6 female, at.....	700	3 female, at.....	700
4 female, at.....	650	3 female, at.....	650
14 female, at.....	600	1 female, at.....	600
Long Branch, N. J.:		New Brunswick, N. J.:	
Principals—		Principals—	
1 male, at.....	2,000	1 female, at.....	950
1 male, at.....	1,500	Teachers—	
1 female, at.....	1,100	16 female, at.....	750
Teachers—		2 female, at.....	710
1 male, at.....	1,050	1 female, at.....	690
2 female, at.....	900	1 female, at.....	680
1 female, at.....	865	4 female, at.....	670
2 female, at.....	840	7 female, at.....	650
4 female, at.....	800	2 female, at.....	630
1 female, at.....	795	5 female, at.....	610
6 female, at.....	770	1 female, at.....	600
2 female, at.....	760	5 female, at.....	590
7 female, at.....	735	5 female, at.....	570
4 female, at.....	725	7 female, at.....	550
11 female, at.....	700	North Bergen, N. J.:	
10 female, at.....	650	Principals—	
7 female, at.....	600	5 male, at.....	2,000
Millville, N. J.:		1 male, at.....	1,500
Principals—		Teachers—	
1 male, at.....	950	2 female, at.....	985
1 female, at.....	950	5 female, at.....	905
1 male, at.....	850	1 female, at.....	880
4 female, at.....	600	2 female, at.....	875
Teachers—		1 female, at.....	845
4 female, at.....	575	1 female, at.....	835
10 female, at.....	525	1 female, at.....	820
2 female, at.....	500	7 female, at.....	815
7 female, at.....	475	1 female, at.....	810
2 female, at.....	450	2 female, at.....	790
1 female, at.....	428	5 female, at.....	785
6 female, at.....	425	2 female, at.....	780
6 female, at.....	400	3 female, at.....	770
3 female, at.....	375	1 female, at.....	760
2 female, at.....	338	1 female, at.....	755
1 female, at.....	315	9 female, at.....	740
		7 female, at.....	700
		1 female, at.....	695

1 Vice principals.

TABLE 10.—*Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.**Cities having 10,000 and fewer than 25,000 inhabitants—Continued.*

North Bergen, N. J.—Continued.

Teachers—Continued.

10 female, at.....	\$660
9 female, at.....	600
2 female, at.....	580
22 female, at.....	540
1 female, at.....	490
1 female, at.....	450

Plainfield, N. J.:

Principals—

5 female, at.....	1,500
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Teachers—

8 female, at.....	1,000
23 female, at.....	900
38 female, at.....	800
16 female, at.....	700
8 female, at.....	600
1 female, at.....	450

West New York, N. J.:

Principals—

2 male, at.....	1,750
1 male, at.....	1,600
1 female, at.....	1,375
1 female, at.....	1,275

Teachers—

2 female, at.....	980
1 female, at.....	970
1 female, at.....	950
1 female, at.....	920
1 female, at.....	910
1 female, at.....	890
3 female, at.....	860
4 female, at.....	830
1 female, at.....	820
2 female, at.....	800
1 female, at.....	790
1 female, at.....	770
1 female, at.....	760
1 female, at.....	755
2 female, at.....	750
2 female, at.....	740
3 female, at.....	730
3 female, at.....	725
5 female, at.....	710
3 female, at.....	700
2 female, at.....	690
1 female, at.....	685
4 female, at.....	680
1 female, at.....	675
2 female, at.....	660
7 female, at.....	650
1 female, at.....	640
1 female, at.....	630
6 female, at.....	610
1 female, at.....	600
2 female, at.....	570
2 female, at.....	560

Albuquerque, N. Mex.:

Principals—

1 male, at.....	1,200
1 female, at.....	1,200
1 male, at.....	1,100
1 female, at.....	1,100
1 male, at.....	1,000

Teachers—

4 female, at.....	800
9 female, at.....	750
6 female, at.....	700
11 female, at.....	650
3 female, at.....	600
6 female, at.....	550

Batavia, N. Y.:

Principals—

2 female, at.....	725
3 female, at.....	600
1 female, at.....	525

Teachers—

1 female, at.....	625
1 female, at.....	575
14 female, at.....	550
5 female, at.....	525
3 female, at.....	500
2 female, at.....	475

Batavia, N. Y.—Continued.

Teachers—Continued.

5 female, at.....	\$450
3 female, at.....	425
2 female, at.....	400
4 female, at.....	375

Corning, N. Y.:

Principals—

3 female, at.....	800
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Teachers—

1 female, at.....	650
3 female, at.....	633
5 female, at.....	600
4 female, at.....	588
4 female, at.....	550
2 female, at.....	525

Cohoes, N. Y.:

Principals—

1 male, at.....	800
4 male, at.....	670
4 male, at.....	650
2 male, at.....	600
2 male, at.....	575

Teachers—

43 male, at.....	550
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Dunkirk, N. Y.:

Principals—

8 female, at.....	750
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Teachers—

5 female, at.....	650
23 female, at.....	600
1 female, at.....	575
6 female, at.....	550
2 female, at.....	525
7 female, at.....	500
3 female, at.....	400

Fulton, N. Y.:

Principals—

1 male, at.....	900
1 female, at.....	750
2 female, at.....	625

Teachers—

9 female, at.....	550
5 female, at.....	525
11 female, at.....	500
6 female, at.....	475
2 female, at.....	450

Geneva, N. Y.:

Principals—

4 female, at.....	850
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Teachers—

2 female, at.....	750
4 female, at.....	700
3 female, at.....	650
18 female, at.....	600
3 female, at.....	550
2 female, at.....	500

Gloversville, N. Y.:

Principals—

2 female, at.....	850
4 female, at.....	800
2 female, at.....	700
1 female, at.....	650

Teachers—

1 female, at.....	750
2 female, at.....	650
8 female, at.....	600
24 female, at.....	550
11 female, at.....	500
3 female, at.....	450

Hornell, N. Y.:

Principals—

4 female, at.....	850
1 female, at.....	800

Teachers—

1 female, at.....	600
3 female, at.....	580
2 female, at.....	550
2 female, at.....	530
7 female, at.....	520
14 female, at.....	500
9 female, at.....	480
1 female, at.....	470

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Hornell, N. Y.—Continued.		Lockport, N. Y.—Continued.	
Teachers—Continued.		Teachers—	
5 female, at.....	\$450	8 female, at.....	\$538
1 female, at.....	430	1 female, at.....	521
3 female, at.....	420	2 female, at.....	509
1 female, at.....	400	9 female, at.....	505
Hudson, N. Y.:		6 female, at.....	497
Principals—		5 female, at.....	466
1 female, at.....	725	5 female, at.....	460
1 female, at.....	650	6 female, at.....	452
1 female, at.....	600	8 female, at.....	435
Teachers—		7 female, at.....	428
1 female, at.....	600	Middletown, N. Y.:	
5 female, at.....	575	Principals—	
14 female, at.....	550	1 male, at.....	1,200
6 female, at.....	525	3 female, at.....	900
Ithaca, N. Y.:		3 female, at.....	800
Principals—		1 female, at.....	750
1 male, at.....	1,000	Teachers—	
1 female, at.....	800	7 female, at.....	725
1 female, at.....	775	24 female, at.....	650
2 female, at.....	675	4 female, at.....	600
Teachers—		4 female, at.....	575
1 female, at.....	850	3 female, at.....	550
1 female, at.....	750	3 female, at.....	525
2 female, at.....	725	3 female, at.....	500
4 female, at.....	700	North Tonawanda, N. Y.:	
4 female, at.....	625	Teachers—	
6 female, at.....	600	3 female, at.....	700
1 female, at.....	575	7 female, at.....	660
8 female, at.....	550	6 female, at.....	650
11 female, at.....	525	1 female, at.....	645
4 female, at.....	500	1 female, at.....	640
3 female, at.....	450	3 female, at.....	620
Johnstown, N. Y.:		1 female, at.....	610
Principals—		7 female, at.....	600
1 female, at.....	550	1 female, at.....	585
Teachers—		1 female, at.....	580
1 female, at.....	625	2 female, at.....	575
2 female, at.....	600	6 female, at.....	550
10 female, at.....	550	1 female, at.....	525
8 female, at.....	525	2 female, at.....	500
5 female, at.....	500	Olean, N. Y.:	
2 female, at.....	475	Principals—	
Lackawanna, N. Y.:		1 male, at.....	1,050
Principals—		1 male, at.....	950
1 male, at.....	960	1 male, at.....	800
1 male, at.....	920	2 female, at.....	700
1 male, at.....	880	2 female, at.....	625
Teachers—		1 female, at.....	600
3 female, at.....	720	1 female, at.....	575
1 female, at.....	700	Teachers—	
3 female, at.....	675	10 female, at.....	600
2 female, at.....	590	10 female, at.....	575
1 female, at.....	540	9 female, at.....	550
1 female, at.....	520	10 female, at.....	525
4 female, at.....	505	7 female, at.....	500
1 female, at.....	500	2 female, at.....	475
2 female, at.....	480	3 female, at.....	450
6 female, at.....	440	Peekskill, N. Y.:	
4 female, at.....	400	District No. 8:	
Little Falls, N. Y.:		Teachers—	
Principals—		11 female, at.....	700
1 male, at.....	1,250	9 female, at.....	650
1 male, at.....	1,000	District No. 7:	
1 female, at.....	800	Principals—	
Teachers—		1 female, at.....	850
19 female, at.....	600	1 female, at.....	750
3 female, at.....	525	Teachers—	
2 female, at.....	500	4 female, at.....	700
1 female, at.....	450	4 female, at.....	650
Lockport, N. Y.:		6 female, at.....	600
Principals—		3 female, at.....	575
1 female, at.....	1,184	4 female, at.....	550
1 male, at.....	891	2 female, at.....	525
2 female, at.....	688	1 female, at.....	500
1 female, at.....	625	Port Chester, N. Y.:	
1 female, at.....	597	Principals—	
1 female, at.....	594	1 male, at.....	1,600
1 female, at.....	552	2 male, at.....	1,500
1 female, at.....	545	1 male, at.....	1,400
		1 female, at.....	1,200

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Port Chester, N. Y.—Continued.			Durham, N. C.—Continued.		
Teachers—			Principals—Continued.		
2 female, at.....	\$1,000		1 male, at.....	\$1,000	
1 female, at.....	950		1 male, at.....	900	
13 female, at.....	900		1 male, at.....	750	
6 female, at.....	850		1 male, at.....	500	
9 female, at.....	800		Teachers—		
8 female, at.....	750		4 female, at.....	600	
9 female, at.....	700		5 female, at.....	550	
7 female, at.....	650		19 female, at.....	500	
Rensselaer, N. Y.:			4 female, at.....	450	
Principals—			9 female, at.....	400	
1 male, at.....	1,000		13 female, at.....	350	
2 female, at.....	900		13 female, at.....	325	
Teachers—			12 female, at.....	300	
3 female, at.....	700		13 female, at.....	275	
3 female, at.....	600		5 female, at.....	250	
3 female, at.....	590		Raleigh, N. C.:		
27 female, at.....	540		Principals—		
3 female, at.....	495		1 female, at.....	1,000	
1 female, at.....	390		3 female, at.....	800	
Rome, N. Y.:			3 male, at.....	600	
Principals—			3 female, at.....	600	
1 male, at.....	1,300		1 female, at.....	450	
1 male, at.....	1,000		Teachers—		
2 female, at.....	650		6 female, at.....	600	
2 female, at.....	600		7 female, at.....	550	
Teachers—			2 female, at.....	540	
1 female, at.....	650		6 female, at.....	500	
1 female, at.....	625		10 female, at.....	450	
2 female, at.....	600		1 female, at.....	450	
4 female, at.....	575		1 female, at.....	400	
8 female, at.....	550		7 female, at.....	350	
5 female, at.....	525		16 female, at.....	325	
13 female, at.....	500		2 female, at.....	315	
4 female, at.....	475		12 female, at.....	285	
7 female, at.....	450		3 female, at.....	270	
Saratoga Springs, N. Y.:			1 female, at.....	245	
Principals—			5 female, at.....	225	
4 female, at.....	850		3 female, at.....	205	
1 female, at.....	800		3 female, at.....	180	
Teachers—			Winston-Salem, N. C.:		
2 female, at.....	650		Principals—		
25 female, at.....	600		1 male, at.....	1,250	
2 female, at.....	575		1 female, at.....	945	
2 female, at.....	550		1 female, at.....	810	
3 female, at.....	525		1 male, at.....	680	
1 female, at.....	500		1 male, at.....	385	
1 female, at.....	475		Teachers—		
3 female, at.....	450		1 female, at.....	540	
2 female, at.....	425		3 female, at.....	515	
1 female, at.....	400		4 female, at.....	495	
Asheville, N. C.:			7 female, at.....	475	
Supervising principals—			11 female, at.....	450	
2 male, at.....	1,350		3 female, at.....	425	
Principals—			1 female, at.....	425	
1 female, at.....	1,300		9 female, at.....	405	
1 male, at.....	1,200		1 female, at.....	355	
1 female, at.....	1,100		2 female, at.....	340	
1 male, at.....	750		1 female, at.....	340	
2 female, at.....	400		2 female, at.....	325	
Teachers—			9 female, at.....	315	
3 female, at.....	650		4 female, at.....	295	
3 female, at.....	625		1 female, at.....	275	
5 female, at.....	600		2 female, at.....	270	
1 female, at.....	575		6 female, at.....	255	
5 female, at.....	550		3 female, at.....	234	
8 female, at.....	500		3 female, at.....	225	
2 female, at.....	475		5 female, at.....	215	
6 female, at.....	450		Fargo, N. Dak.:		
8 female, at.....	425		Principals—		
9 female, at.....	400		1 female, at.....	1,100	
11 female, at.....	375		4 female, at.....	950	
13 female, at.....	350		2 female, at.....	855	
11 female, at.....	325		Teachers—		
13 female, at.....	300		25 female, at.....	715	
11 female, at.....	275		8 female, at.....	689	
Durham, N. C.:			13 female, at.....	665	
Principals—			4 female, at.....	635	
1 male, at.....	1,200		1 female, at.....	190	
1 male, at.....	1,100				

1 Colored.

2 3 colored.

3 Assistant.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Alliance, Ohio:		Middletown, Ohio:	
Principals—		Principals—	
1 male, at.....	\$900	3 male, at.....	\$1,200
1 male, at.....	875	1 male, at.....	1,100
1 male, at.....	850	2 male, at.....	900
1 female, at.....	850	Teachers—	
1 male, at.....	800	5 female, at.....	685
1 male, at.....	750	2 female, at.....	675
1 male, at.....	700	5 female, at.....	660
1 female, at.....	700	6 female, at.....	650
Teachers—		2 female, at.....	625
1 female, at.....	675	1 female, at.....	610
3 female, at.....	650	1 female, at.....	575
1 female, at.....	630	7 female, at.....	560
2 female, at.....	625	2 female, at.....	550
1 female, at.....	610	11 female, at.....	510
5 female, at.....	600	6 female, at.....	500
1 female, at.....	570	Norwood, Ohio:	
1 female, at.....	560	Principals—	
4 female, at.....	550	1 male, at.....	1,700
1 female, at.....	540	2 male, at.....	1,600
1 female, at.....	525	1 male, at.....	1,300
6 female, at.....	500	1 female, at.....	1,000
2 female, at.....	480	Teachers—	
1 female, at.....	475	1 male, at.....	960
1 female, at.....	460	14 female, at.....	950
7 female, at.....	450	3 female, at.....	880
1 female, at.....	425	3 female, at.....	800
1 female, at.....	420	3 female, at.....	780
2 female, at.....	410	7 female, at.....	700
6 female, at.....	400	9 female, at.....	660
Belair, Ohio:		4 female, at.....	600
Principals—		2 female, at.....	550
3 male, at.....	650	Piqua, Ohio:	
5 female, at.....	650	Principals—	
Teachers—		1 female, at.....	900
2 male, at.....	620	2 female, at.....	825
6 female, at.....	620	3 female, at.....	650
3 female, at.....	595	Teachers—	
1 male, at.....	550	4 female, at.....	675
3 female, at.....	525	3 female, at.....	650
4 female, at.....	515	1 female, at.....	625
3 female, at.....	420	1 female, at.....	600
7 female, at.....	415	2 male, at.....	575
Chillicothe, Ohio:		4 female, at.....	550
Principals—		1 female, at.....	525
1 male, at.....	1,000	8 female, at.....	500
1 male, at.....	950	3 female, at.....	475
1 male, at.....	850	5 female, at.....	450
1 female, at.....	850	4 female, at.....	400
1 female, at.....	700	Portsmouth, Ohio:	
Teachers—		Principals—	
6 female, at.....	600	1 female, at.....	835
10 female, at.....	550	1 female, at.....	800
31 female, at.....	500	1 female, at.....	785
1 female, at.....	450	1 female, at.....	780
4 female, at.....	400	1 female, at.....	730
Elyria, Ohio:		1 female, at.....	725
Teachers—		1 female, at.....	700
1 female, at.....	650	1 female, at.....	650
6 female, at.....	650	1 male, at.....	625
26 female, at.....	600	1 female, at.....	500
4 female, at.....	575	Teachers—	
15 female, at.....	550	5 female, at.....	700
1 female, at.....	525	1 female, at.....	675
1 female, at.....	500	1 female, at.....	650
Lancaster, Ohio:		1 female, at.....	625
Principals—		9 female, at.....	600
1 male, at.....	1,000	1 female, at.....	575
1 male, at.....	900	15 female, at.....	550
1 female, at.....	900	5 female, at.....	525
1 male, at.....	775	3 female, at.....	500
1 female, at.....	575	10 female, at.....	475
Teachers—		1 female, at.....	450
6 female, at.....	625	19 female, at.....	425
4 female, at.....	575	18 female, at.....	400
2 female, at.....	550	Sandusky, Ohio:	
4 female, at.....	525	Principals—	
9 female, at.....	600	1 female, at.....	867
8 female, at.....	475	1 female, at.....	851
4 female, at.....	450	1 female, at.....	835
2 female, at.....	425	1 female, at.....	819
6 female, at.....	400	2 female, at.....	787

1 Colored.

2 Colored.

3 Colored.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Sandusky, Ohio—Continued.		Salem, Oreg.:	
Teachers—		Principals—	
25 female, at.....	\$675	5 male, at.....	\$1,000
2 female, at.....	650	3 female, at.....	1,000
4 female, at.....	625	Teachers—	
4 female, at.....	600	3 male, at.....	765
1 female, at.....	575	5 female, at.....	765
5 female, at.....	525	20 female, at.....	675
4 female, at.....	500	5 female, at.....	630
3 female, at.....	475	15 female, at.....	585
4 female, at.....	450	6 female, at.....	540
Tiffin, Ohio:		Beaver Falls, Oreg.:	
Principals—		Teachers—	
1 male, at.....	850	1 male, at.....	765
1 female, at.....	725	1 female, at.....	720
1 female, at.....	675	4 female, at.....	675
1 female, at.....	600	6 female, at.....	630
Teachers—		1 female, at.....	540
1 female, at.....	650	4 female, at.....	513
2 female, at.....	600	4 female, at.....	495
3 female, at.....	575	5 female, at.....	450
9 female, at.....	550	4 female, at.....	441
2 female, at.....	525	1 female, at.....	405
3 female, at.....	500	Braddock, Pa.:	
2 female, at.....	475	Principals—	
1 female, at.....	450	2 female, at.....	1,000
1 female, at.....	400	2 female, at.....	900
Chickasha, Okla.:		Teachers—	
Principals—		3 female, at.....	810
3 male, at.....	810	3 female, at.....	720
1 male, at.....	720	15 female, at.....	675
4 female, at.....	585	2 female, at.....	662
Teachers—		6 female, at.....	630
3 female, at.....	630	2 female, at.....	585
2 female, at.....	585	3 female, at.....	540
29 female, at.....	540	3 female, at.....	495
Enid, Okla.:		5 female, at.....	450
Principals—		4 female, at.....	405
1 male, at.....	810	3 female, at.....	360
1 male, at.....	720	Butler, Pa.:	
4 male, at.....	675	Supervising principals—	
Teachers—		1 male, at.....	1,575
2 female, at.....	675	1 female, at.....	1,395
7 female, at.....	585	1 female, at.....	1,200
7 female, at.....	540	Teachers—	
18 female, at.....	495	2 female, at.....	660
9 female, at.....	450	9 female, at.....	630
McAlester, Okla.:		1 female, at.....	610
Principals—		1 female, at.....	585
1 male, at.....	810	5 female, at.....	560
1 male, at.....	708	3 female, at.....	540
1 male, at.....	653	3 female, at.....	515
2 female, at.....	630	7 female, at.....	495
2 female, at.....	585	8 female, at.....	470
Teachers—		7 female, at.....	450
1 female, at.....	720	1 female, at.....	425
1 female, at.....	630	3 female, at.....	405
6 female, at.....	585	9 female, at.....	360
2 female, at.....	563	Carlisle, Pa.:	
4 female, at.....	540	Principals—	
3 female, at.....	518	1 male, at.....	823
3 female, at.....	495	3 male, at.....	633
2 female, at.....	473	Teachers—	
4 female, at.....	450	4 female, at.....	585
1 female, at.....	428	23 female, at.....	490
5 female, at.....	405	Carnegie, Pa.:	
2 female, at.....	360	Teachers—	
Tulsa, Okla.:		3 female, at.....	810
Principals—		1 female, at.....	720
3 male, at.....	1,200	2 female, at.....	698
3 male, at.....	1,000	1 female, at.....	675
2 male, at.....	900	4 female, at.....	653
1 male, at.....	765	3 female, at.....	630
Teachers—		1 female, at.....	606
1 male, at.....	675	18 female, at.....	585
10 female, at.....	675	Chambersburg, Pa.:	
27 female, at.....	630	Teachers—	
7 female, at.....	608	1 male, at.....	675
14 female, at.....	585	2 male, at.....	630
14 female, at.....	563	1 female, at.....	612
11 female, at.....	540	11 female, at.....	606

¹ Colored.² 2 colored.³ 3 colored.⁴ Vice principal.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Chambersburg, Pa.—Continued.		Mahanoy, Pa.:	
Teachers—Continued.		Teachers—	
1 male, at.....	\$585	3 female, at.....	\$675
12 female, at.....	585	4 female, at.....	630
1 female, at.....	540	1 male, at.....	585
1 female, at.....	522	5 female, at.....	585
9 female, at.....	495	7 female, at.....	540
Coaldale, Pa.:		1 male, at.....	495
Principals—		6 female, at.....	495
2 male, at.....	800	1 male, at.....	450
1 female, at.....	800	23 female, at.....	450
Teachers—		Monessen, Pa.:	
2 female, at.....	495	Principals—	
20 female, at.....	450	1 female, at.....	\$ 95
1 female, at.....	400	3 female, at.....	\$ 78
Dubois, Pa.:		Teachers—	
Teachers—		1 female, at.....	\$ 80
4 male, at.....	\$ 80	4 female, at.....	\$ 70
2 female, at.....	\$ 65	2 female, at.....	\$ 68
4 female, at.....	\$ 60	4 female, at.....	\$ 68
7 female, at.....	\$ 58	7 female, at.....	\$ 65
16 female, at.....	\$ 55	2 female, at.....	\$ 60
3 female, at.....	\$ 53	8 female, at.....	\$ 58
3 female, at.....	\$ 50	6 female, at.....	\$ 55
4 female, at.....	\$ 48	2 female, at.....	\$ 53
1 female, at.....	\$ 45	6 female, at.....	\$ 50
5 female, at.....	\$ 43	Mount Carmel, Pa.:	
6 female, at.....	\$ 40	Principals—	
Dunmore, Pa.:		1 male, at.....	1,200
Principals—		1 male, at.....	130
1 male, at.....	\$25	1 female, at.....	630
5 female, at.....	\$75	1 female, at.....	540
1 female, at.....	\$25	Teachers—	
Teachers—		1 male, at.....	1,080
19 female, at.....	600	2 female, at.....	855
10 female, at.....	575	1 male, at.....	810
4 female, at.....	550	2 female, at.....	513
5 female, at.....	525	11 female, at.....	495
16 female, at.....	500	13 female, at.....	468
8 female, at.....	400	10 female, at.....	450
Greensburg, Pa.:		7 female, at.....	360
Principals—		Nanticoke, Pa.:	
1 male, at.....	1,000	Principals—	
1 male, at.....	900	4 male, at.....	800
1 male, at.....	810	2 female, at.....	800
2 male, at.....	675	1 female, at.....	725
1 female, at.....	675	1 male, at.....	600
Teachers—		Teachers—	
1 male, at.....	810	1 female, at.....	700
6 female, at.....	630	1 female, at.....	600
1 male, at.....	585	3 female, at.....	575
16 female, at.....	585	7 female, at.....	550
8 female, at.....	563	10 female, at.....	520
13 female, at.....	540	18 female, at.....	500
Lebanon, Pa.:		17 female, at.....	400
Principals—		Phoenixville, Pa.:	
1 male, at.....	630	Principals—	
1 female, at.....	536	1 female, at.....	665
3 female, at.....	531	1 female, at.....	618
2 female, at.....	513	1 female, at.....	594
1 female, at.....	495	1 female, at.....	570
1 female, at.....	486	Teachers—	
2 female, at.....	468	7 female, at.....	546
Teachers—		6 female, at.....	523
3 female, at.....	540	4 female, at.....	499
1 female, at.....	495	9 female, at.....	475
5 female, at.....	477	2 female, at.....	428
5 female, at.....	468	Pittston, Pa.:	
38 female, at.....	450	Principals—	
1 female, at.....	405	2 female, at.....	808
3 female, at.....	360	1 female, at.....	760
McKees Rocks, Pa.:		3 female, at.....	713
Principals—		1 female, at.....	665
2 female, at.....	900	Teachers—	
1 female, at.....	850	3 female, at.....	713
Teachers—		3 female, at.....	665
3 female, at.....	800	3 female, at.....	618
2 female, at.....	750	9 female, at.....	570
2 female, at.....	700	3 female, at.....	542
6 female, at.....	600	3 female, at.....	523
3 female, at.....	550	2 female, at.....	494
10 female, at.....	500	17 female, at.....	475

1 Assistants.

* Per month.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Pittston, Pa.—Continued.		West Chester, Pa.:	
Teachers—Continued.		Principals—	
5 female, at.....	\$405	1 male, at.....	\$1,000
9 female, at.....	380	1 female, at.....	850
Pottstown, Pa.:		1 male, at.....	900
Principals—		1 female, at.....	900
1 male, at.....	650	Teachers—	
Teachers—		2 female, at.....	750
2 male, at.....	560	6 female, at.....	650
7 female, at.....	560	10 female, at.....	600
1 male, at.....	530	8 female, at.....	550
50 female, at.....	500	Wilkinsburg, Pa.:	
5 female, at.....	400	Principals—	
Shamokin, Pa.:		5 female, at.....	1,080
Principals—		Teachers—	
6 male, at.....	810	7 female, at.....	900
Teachers—		7 female, at.....	810
1 male, at.....	495	5 female, at.....	765
50 female, at.....	1,428	20 female, at.....	720
Sharon, Pa.:		24 female, at.....	675
Principals—		2 female, at.....	630
7 female, at.....	675	2 female, at.....	585
Teachers—		1 female, at.....	540
8 female, at.....	630	Central Falls, R. I.:	
11 female, at.....	540	Principals—	
18 female, at.....	495	1 female, at.....	800
8 female, at.....	450	1 female, at.....	740
6 female, at.....	380	1 female, at.....	690
South Bethlehem, Pa.:		1 female, at.....	650
Principals—		1 female, at.....	640
4 male, at.....	1,715	Teachers—	
1 female, at.....	1,715	25 female, at.....	600
Teachers—		8 female, at.....	560
28 female, at.....	1,602	3 female, at.....	520
15 female, at.....	1,501	5 female, at.....	480
Sunbury, Pa.:		Spartanburg, S. C.:	
Principals—		Principals—	
1 male, at.....	675	1 male, at.....	1,300
3 female, at.....	675	2 male, at.....	1,000
Teachers—		1 male, at.....	720
1 male, at.....	603	1 male, at.....	360
2 female, at.....	603	Teachers—	
1 male, at.....	585	27 female, at.....	495
1 female, at.....	585	10 female, at.....	450
1 male, at.....	513	2 female, at.....	405
18 female, at.....	513	8 female, at.....	240
1 male, at.....	468	3 female, at.....	225
19 female, at.....	468	4 female, at.....	180
1 female, at.....	270	Aberdeen, S. Dak.:	
Uniontown, Pa.:		Principals—	
Principals—		2 female, at.....	800
4 male, at.....	900	1 female, at.....	765
Teachers—		2 female, at.....	720
2 female, at.....	675	Sioux Falls, S. Dak.:	
4 female, at.....	630	Principals—	
1 male, at.....	585	1 male, at.....	1,200
7 female, at.....	585	1 male, at.....	1,000
4 female, at.....	558	3 female, at.....	1,000
13 female, at.....	540	2 female, at.....	900
7 female, at.....	513	Teachers—	
2 female, at.....	485	12 female, at.....	750
2 female, at.....	477	18 female, at.....	700
3 female, at.....	468	14 female, at.....	650
1 female, at.....	459	15 female, at.....	600
4 female, at.....	450	Beaumont, Tex.:	
Warren, Pa.:		Principals—	
Principals—		1 male, at.....	1,200
6 female, at.....	2,170	2 male, at.....	1,100
Teachers—		2 male, at.....	1,000
44 female, at.....	2,158	1 female, at.....	1,000
Washington, Pa.:		1 male, at.....	765
Principals—		Teachers—	
4 male, at.....	900	12 female, at.....	675
3 female, at.....	900	8 female, at.....	630
Teachers—		14 female, at.....	585
5 female, at.....	608	1 female, at.....	540
33 female, at.....	585	1 male, at.....	495
4 female, at.....	563	9 female, at.....	495
24 female, at.....	540	14 female, at.....	450
1 female, at.....	518	6 female, at.....	405
7 female, at.....	495		

1 Average.

2 Per month.

3 Colored.

4 1 colored.

5 8 colored.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

Cleburne, Tex.:		Burlington, Vt.—Continued.	
Principals—		Teachers—Continued.	
1 male, at.....	\$1,200	5 female, at.....	\$375
6 female, at.....	720	2 female, at.....	360
1 male, at.....	630	1 female, at.....	350
1 female, at.....	540	1 female, at.....	324
Teachers—		1 female, at.....	300
1 female, at.....	675	2 female, at.....	288
1 female, at.....	630	9 female, at.....	216
1 female, at.....	585	1 female, at.....	180
7 female, at.....	540	Alexandria, Va.:	
4 female, at.....	495	Principals—	
19 female, at.....	450	1 male, at.....	1,200
3 female, at.....	360	1 male, at.....	775
Dennison, Tex.:		1 female, at.....	775
Principals—		Teachers—	
9 female, at.....	720	1 female, at.....	600
Teachers—		4 female, at.....	575
8 female, at.....	675	14 female, at.....	550
19 female, at.....	540	14 male, at.....	450
12 female, at.....	495	14 female, at.....	450
Marshall, Tex.:		1 male, at.....	438
Principals—		3 female, at.....	438
1 male, at.....	1,000	Danville, Va.:	
1 male, at.....	900	Principals—	
1 male, at.....	810	2 male, at.....	1,400
1 female, at.....	585	1 male, at.....	1,300
1 male, at.....	540	Teachers—	
1 female, at.....	338	19 female, at.....	605
Teachers—		1 female, at.....	550
1 female, at.....	675	12 female, at.....	540
2 female, at.....	630	11 female, at.....	495
1 female, at.....	563	1 female, at.....	440
1 female, at.....	540	1 male, at.....	425
10 female, at.....	518	1 female, at.....	350
2 female, at.....	495	15 female, at.....	330
2 female, at.....	473	3 female, at.....	275
1 female, at.....	450	Staunton, Va.:	
1 female, at.....	383	Principals—	
5 female, at.....	360	1 male, at.....	1,350
17 female, at.....	338	Teachers—	
Palestine, Tex.:		1 female, at.....	675
Principals—		1 female, at.....	630
1 male, at.....	1,300	9 female, at.....	495
1 male, at.....	1,200	2 female, at.....	406
2 female, at.....	960	1 female, at.....	360
1 female, at.....	563	1 male, at.....	315
Teachers—		4 female, at.....	315
14 female, at.....	585	1 female, at.....	297
14 female, at.....	495	2 female, at.....	270
2 female, at.....	450	1 female, at.....	261
3 female, at.....	408	1 female, at.....	252
6 female, at.....	360	Aberdeen, Wash.:	
2 female, at.....	315	Principals—	
Temple, Tex.:		1 male, at.....	1,650
Principals—		1 female, at.....	1,099
1 male, at.....	1,440	2 female, at.....	1,029
1 male, at.....	1,320	1 female, at.....	665
1 female, at.....	900	Teachers—	
2 female, at.....	720	5 female, at.....	908
1 female, at.....	675	1 female, at.....	900
1 male, at.....	630	2 female, at.....	877
Teachers—		2 female, at.....	847
7 female, at.....	630	14 female, at.....	770
2 female, at.....	585	10 female, at.....	720
4 female, at.....	563	Everett, Wash.:	
6 female, at.....	540	Principals—	
8 female, at.....	495	6 male, at.....	1,620
7 female, at.....	450	1 female, at.....	1,440
5 female, at.....	360	1 female, at.....	1,290
Burlington, Vt.:		Teachers—	
Principals—		8 female, at.....	960
1 male, at.....	1,200	3 female, at.....	930
1 female, at.....	700	38 female, at.....	900
Teachers—		9 female, at.....	870
7 female, at.....	700	8 female, at.....	840
1 female, at.....	650	11 female, at.....	780
25 female, at.....	525	8 female, at.....	720
10 female, at.....	500	2 female, at.....	660
3 female, at.....	450	1 female, at.....	630
3 female, at.....	425		
8 female, at.....	400		

1 Colored.

2 Vice principals.

3 4 colored.

4 1 colored.

5 5 colored.

TABLE 10.—Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.

Cities having 10,000 and fewer than 25,000 inhabitants—Continued.

North Yakima, Wash.:		Ashland, Wis.:	
Principals—		Principals—	
1 male, at.....	\$1,300	3 male, at.....	\$900
3 female, at.....	1,300	1 female, at.....	900
1 female, at.....	1,150	1 female, at.....	780
2 female, at.....	1,050	Teachers—	
1 female, at.....	900	1 female, at.....	780
Teachers—		1 female, at.....	690
20 female, at.....	900	11 female, at.....	680
6 female, at.....	850	6 female, at.....	600
10 female, at.....	800	9 female, at.....	570
16 female, at.....	750	3 female, at.....	540
5 female, at.....	700	2 female, at.....	510
1 female, at.....	650	3 female, at.....	480
Bluefield, W. Va.:		5 female, at.....	360
Principals—		Beloit, Wis.:	
1 male, at.....	720	Teachers—	
2 female, at.....	675	1 female, at.....	800
1 male, at.....	675	1 female, at.....	770
Teachers—		3 female, at.....	750
3 male, at.....	540	1 female, at.....	680
37 female, at.....	540	1 female, at.....	650
1 female, at.....	495	1 female, at.....	600
1 male, at.....	405	16 female, at.....	570
1 female, at.....	405	5 female, at.....	551
Charleston, W. Va.:		1 female, at.....	542
Principals—		6 female, at.....	494
1 male, at.....	1,125	6 female, at.....	475
3 female, at.....	1,125	1 female, at.....	456
1 male, at.....	1,100	3 female, at.....	428
1 female, at.....	1,000	Eau Claire, Wis.:	
1 female, at.....	900	Supervising principals—	
1 female, at.....	810	1 female, at.....	675
1 female, at.....	720	Principals—	
1 female, at.....	600	1 male, at.....	885
Teachers—		2 male, at.....	810
5 female, at.....	675	4 female, at.....	765
2 female, at.....	630	1 female, at.....	720
2 female, at.....	603	2 female, at.....	675
8 female, at.....	585	Teachers—	
3 female, at.....	576	54 female, at.....	540
1 male, at.....	567	2 female, at.....	515
9 female, at.....	567	2 female, at.....	510
3 female, at.....	558	8 female, at.....	495
5 female, at.....	549	2 female, at.....	473
10 female, at.....	540	1 female, at.....	468
2 female, at.....	531	7 female, at.....	450
8 female, at.....	522	Fond du Lac, Wis.:	
5 female, at.....	513	Principals—	
1 female, at.....	504	2 female, at.....	835
1 male, at.....	495	4 female, at.....	780
3 female, at.....	495	3 female, at.....	725
5 female, at.....	486	Teachers—	
1 male, at.....	477	32 female, at.....	560
3 female, at.....	477	11 female, at.....	530
8 female, at.....	468	7 female, at.....	500
3 female, at.....	459	1 female, at.....	475
1 male, at.....	450	Janesville, Wis.:	
8 female, at.....	450	Teachers—	
2 female, at.....	441	1 female, at.....	750
5 female, at.....	432	1 female, at.....	745
3 female, at.....	396	1 female, at.....	720
3 female, at.....	387	1 female, at.....	690
3 female, at.....	360	2 female, at.....	650
Appleton, Wis.:		1 female, at.....	630
Supervising principals—		8 female, at.....	600
2 male, at.....	1,550	8 female, at.....	575
2 male, at.....	1,500	10 female, at.....	550
Principals—		3 female, at.....	525
1 female, at.....	650	3 female, at.....	500
1 female, at.....	630	7 female, at.....	475
1 female, at.....	585	1 female, at.....	425
Teachers—		Kenosha, Wis.:	
1 female, at.....	675	Supervising principals—	
1 female, at.....	653	2 male, at.....	1,300
4 female, at.....	630	1 female, at.....	1,200
4 female, at.....	585	1 male, at.....	1,100
6 female, at.....	563	1 female, at.....	1,100
17 female, at.....	510	2 female, at.....	830
5 female, at.....	518	Principals—	
5 female, at.....	495	1 female, at.....	800
2 female, at.....	473		
4 female, at.....	450		

1 Colored.

2 1 colored.

3 4 colored.

4 Vice principals.

TABLE 10.—*Salaries in public elementary schools of cities of more than 10,000 inhabitants—Continued.**Cities having 10,000 and fewer than 25,000 inhabitants—Continued.*

Kenosha, Wis.—Continued.		Marinette, Wis.—Continued.	
Teachers—		Teachers—	
3 female, at.....	\$713	4 female, at.....	\$617
1 female, at.....	689	3 female, at.....	563
1 male, at.....	665	2 female, at.....	570
5 female, at.....	665	19 female, at.....	525
1 female, at.....	641	3 female, at.....	498
15 female, at.....	618	6 female, at.....	475
6 female, at.....	594	4 female, at.....	428
12 female, at.....	570		
4 female, at.....	546	Wausau, Wis.:	
3 female, at.....	523	Principals—	
2 female, at.....	499	1 male, at.....	1,100
8 female, at.....	475	1 male, at.....	720
		1 male, at.....	698
Manitowoc, Wis.:		3 female, at.....	698
Principals—		1 female, at.....	630
2 male, at.....	950	Teachers—	
1 female, at.....	900	7 female, at.....	585
1 female, at.....	750	3 female, at.....	563
1 female, at.....	600	9 female, at.....	540
Teachers—		2 female, at.....	518
3 female, at.....	625	17 female, at.....	495
5 female, at.....	600	13 female, at.....	450
5 female, at.....	575		
5 female, at.....	550	Cheyenne, Wyo.:	
4 female, at.....	525	Principals—	
4 female, at.....	500	1 female, at.....	1,060
2 female, at.....	475	4 female, at.....	1,020
Marinette, Wis.:		Teachers—	
Principals—		10 female, at.....	900
1 female, at.....	693	1 female, at.....	870
2 female, at.....	670	7 female, at.....	840
1 female, at.....	670	6 female, at.....	810
1 female, at.....	660	6 female, at.....	780
1 female, at.....	646	2 female, at.....	710
		1 female, at.....	680

TABLE 11.—*Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants.*[Figures in *italics* relate to men; the other figures to women.]

Cities.	Supervising principals.		Principals.		Teachers.	
	Num- ber.	Salary.	Num- ber.	Salary.	Num- ber.	Salary.
Florence, Ala.....			1	\$8585	4	\$422
			1	450	3	414
			1	432	3	386
			1 1	360	2	378
					3	360
					12	180
Huntsville, Ala.....			1 1	900	2	640
					2	505
					8	270
New Decatur, Ala.....					10	543
					1	405
					2	450
					4	428
					3	405
					1 1	405
					9	285
					1 1	225
Bisbee, Ariz.....			1	1,000	4	810
			3	855	6	788
			1	810	1	765
			1	765	3	743
					3	730
					3	698
					5	675
Douglas, Ariz.....			1	1,080	1	855
			3	990	7	810
			1	888	20	765
			1	855	1	715
					3	76
					16	72
					1	686
					1	663
					1	675
Prescott, Ariz.....			1	925	1	900
			1	850	3	850
					1	775
					2	780
					2 1	525
					2 1	450
					2 1	400
					2 1	240
Helena, Ark.....			1	900	9	540
			1	810	11	360
Paragould, Ark.....			2	600	2	480
					6	440
					2	400
					2	360
Alhambra, Cal.....			2	1,400	1	1,045
			1	1,400	10	1,045
			1	1,300	11	998
					5	950
					1	808
Marysville, Cal.....			1	1,500	1	1,000
					8	800
San Rafael, Cal.....			1	1,500	13	900
			2	1,000		
Santa Ana, Cal.....			4	1,275	35	743
			2	1,275		
Boulder, Colo.....			1	1,125	10	810
			1	900	7	765
			4	900	4	730
			1	810	3	675
					4	630
					1	585
					4	540
					2 1	225
Cannon City, Colo.....			1	900	3	720
			1	900	1	675
			2	765	13	675
					5	630
					1	585
					2 1	315

1 Colored.

2 Part time.

3 Average.

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Cripple Creek, Colo.....	3	\$1,380	1 2 4 1 1	\$1,380 1,260 1,200 1,128 780	17 5 10 13 6	\$640 792 744 696 648
Leadville, Colo.....					1 1 5 2 6 3	760 750 720 690 660 630
Brantford, Conn.....					1 1 1 9 2 4 3	600 550 600 500 475 450 425
Derby, Conn.....			2	800	3 1 7 11 4	400 750 700 650 550
East Hartford, Conn.....			3 1 1 1 2 3	1,000 825 800 700 380	1 1 1 1 5 2 2 8 1 10 7	700 650 550 500 475 456 450 425 418 400 380
Fairfield, Conn.....			1 1 1 1	800 775 750 600	20 1 1 1	525 488 450 432
Groton, Conn.....			1 1 1 1	550 540 540 450	4 1 9 1 3 2 1 2 1 1 3 5 5 3 3 2 1	405 387 378 360 350 321 315 297 700 675 650 600 575 550 525 475 450 425 700 550 500 456 418 380 342 304
Huntington, Conn.....			1 1 1	900 625 575	1 2 1 1 3 5 5 3 3 2 1 1 2 1 4 2 2 1 1 1 7	297 700 675 650 600 575 550 525 475 450 425 700 550 500 456 418 380 342 304 550 500 450
Killingly, Conn.....						
New Milford, Conn.....			1	650	1 1 1 2 2 1 1 7	550 500 456 418 380 342 304 550 500 450

1 Assistant principal.

2 Average.

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Plainfield, Conn.....			1	\$650	19	\$419
			2	500	4	390
			2	466		
			1 1	456		
			1 1	428		
Plymouth, Conn.....	2 1	\$1,400			26	420
Putnam, Conn.....			1	600	1	600
			1	570	10	500
					4	390
Southington, Conn.....			2	700	1	600
			1	650	19	500
			1	600	4	475
			1	550	5	425
Stafford, Conn.....					2	400
					1	518
					7	444
					1	430
					3	407
					6	370
					2	333
					8	296
Stonington, Conn.....			1	1,800	3	607
			1	900	12	468
			1	624	4	449
					3	429
					1	425
					6	419
Stratford, Conn.....			1	800	8	380
					4	600
					4	575
					3	550
					4	536
					1	500
					1	475
					6	450
Winchester, Conn.....	1	1,500			1	750
	1	1,000			4	686
					2	600
					3	575
					7	550
					1	525
					4	500
					1	475
					1	450
Albany, Ga.....			1	1,000	13	540
			1 1	720	4 1	360
			4 1	675	4 1	450
Americus, Ga.....			1	900	4 6	370
					2	585
					5	540
					6	495
					4 1	460
					4	450
					4 4	370
					4 10	225
Dublin, Ga.....			2	720	18	495
Elberton, Ga.....					2	540
					11	450
					5	200
Fitzgerald, Ga.....			1	595	2	540
			2	540	5	518
			4 1	405	5	495
					2	450
					4 4	248
Gainesville, Ga.....			4 1	700	3	450
					6	405
					9	360
					4 4	315
					3	270
					1	225
Marietta, Ga.....					1	540
					10	465
					1	450

¹ Assistant principal.² Also principal of high school.³ Average.⁴ Colored.⁵ 2 colored.

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num- ber.	Salary.	Num- ber.	Salary.	Num- ber.	Salary.
Thomasville, Ga.....			1 1 ¹	\$700 495	8 4 3 1 1 2	\$500 475 450 270 225 216
Lewiston, Idaho.....			2	900	8 2 2 2	720 675 630 585
Pocatello, Idaho.....			2 1	1,125 900	5 8 16	778 749 720
Beardstown, Ill.....			1 3	785 600	4 1 7 1	585 520 495 475
Berwyn, Ill.....			2 2	875 800	11 5 4 3 6 4 2	450 800 775 750 700 650 600 550
Centralia, Ill.....			2 1 3	720 650 585	2 1 2 4 3 3 6 8 7	563 518 495 473 450 428 405 383 360
Charleston, Ill.....					2 2 4 1 3 3 6	585 540 518 473 450 428 405
De Kalb, Ill.....			1 1 1	1,000 900 750	5 4 2 6 6 3 1	675 650 625 600 525 500 350
Dixon, Ill.....			2 2	675 540	1 1 6 3 4	518 495 450 405
Edwardsville, Ill.....	1 1 ¹	\$630 720			1 4 3 1 5 2 3 1	585 540 518 513 495 450 405 360
Forest Park, Ill.....					1 1 1 1 1 3 6 1 5	875 725 725 675 650 625 600 575 550 500

¹ Colored.² 1 colored.

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Columbus, Ind.			2	\$720	1	\$675
			2	720	2	657
			2	675	7	630
			1	630	1	612
					4	585
					2	558
					2	540
					2	513
					1	485
					4	495
					2	450
Connersville, Ind.			1	855	2	703
			1	855	14	630
			1	765	1	518
					5	501
Crawfordsville, Ind.	1	\$1,050	2	945	1	665
			1	788	1	665
			1	765	1	663
			1	720	1	651
					1	650
					3	658
					1	656
					1	653
					1	650
					1	628
					1	627
					1	622
					1	621
					1	620
					1	618
					1	615
					1	612
					1	606
					1	518
					1	507
					1	407
					1	399
					1	392
					1	301
					1	143
Frankfort, Ind.			3	1,000	24	613
			1	800	10	515
			1	700	1	385
Goshen, Ind.			1	855	1	780
			2	720	12	630
			1	675	1	623
			2	630	1	618
					2	617
					1	616
					1	613
					1	612
					1	606
					1	585
					1	524
					1	518
					1	513
					1	512
					1	505
					1	413
Greensburg, Ind.			1	765	1	720
			1	675	1	675
					1	653
					1	639
					7	630
					1	622
					4	612
					2	540
					1	526
					1	405

¹Part time.

2 Assistants.

³ Average.

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Hartford, Ind.....			1	\$765	1	\$628
			2	675	1	663
			1	675	2	628
			1	650	1	624
					1	621
					1	620
					1	619
					1	618
					1	617
					1	609
					1	602
					1	556
					1	524
					1	517
					1	514
					1	510
					1	500
					1	488
					1	457
					1	450
					1	422
Lebanon, Ind.....			1	810	4	630
			2	675	1	620
					1	619
					1	617
					1	616
					3	612
					1	585
					2	522
					1	518
					1	517
					1	509
					1	508
					1	419
					1	392
Linton, Ind.....			1	900	1	675
			2	630	2	630
					3	630
					1	615
					1	607
					1	592
					1	585
					3	540
					7	510
Madison, Ind.....			3	810	2	698
					1	637
					1	695
					1	694
					2	693
					5	691
					1	688
					2	687
					2	686
					1	679
					2	679
					2	675
					1	673
					1	657
					1	555
New Castle, Ind.....			1	810	16	630
			3	810	11	612
					2	585
					3	540
					2	495
					3	675
Noblesville, Ind.....			2	810	1	632
			1	720	5	630
					2	621
					1	612
					3	531
					2	450

¹ Part time.² Colored.

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Grinnell, Iowa.....			3	\$720	1	\$585
					1	575
					5	540
					3	513
					5	495
					1	473
					1	450
Oelwein, Iowa.....			1	653	1	513
			3	513	5	495
					10	473
					5	450
Oskaloosa, Iowa.....			5	720	1	563
					34	540
					2	495
					2	450
Arkansas City, Kans.....			1	1,200	3	585
			2	720	1	540
			2	675	9	540
					1	513
					8	495
					2	473
					1	450
					1	428
					1	405
Chanute, Kans.....			1	810	1	585
			1	765	1	585
			1	765	1	563
					1	540
					1	495
					1	450
Emporia, Kans.....			1	810	6	630
			2	765	1	618
			1	720	1	612
			1	630	6	595
			1	608	2	567
			1	585	7	540
					1	513
					2	495
					3	450
Galena, Kans.....			1	675	3	473
			1	675	2	450
			2	585	6	428
					3	405
					8	383
Iola, Kans.....			1	900	6	540
			1	810	13	495
			1	810	1	473
			1	765	7	450
			1	675	7	428
					5	405
Junction City, Kans.....			4	630	8	585
					1	563
					5	540
					2	495
					2	473
					2	405
Newton, Kans.....			1	765	2	540
			1	675	1	519
			1	630	8	495
					5	473
					4	450
Ottawa, Kans.....			1	810	2	630
			2	765	12	585
			1	720	1	580
					1	560
					6	540
					1	535
					3	495
Salina, Kans.....			1	900	2	775
			2	765	12	630
			2	720	4	585
			1	675	10	540
					6	495
					8	450

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Wellington, Kans.....			2	\$720	2	\$630
			3	630	5	540
					13	425
Ashland, Ky.....			1	900	1	440
			1	675	6	540
			1	585	12	425
					6	450
					9	405
					3	360
					1	315
Bellevue, Ky.....					1	860
					1	775
					1	765
					2	750
					1	675
					11	600
					1	520
					1	525
					1	475
					1	450
					1	425
					1	400
					1	350
Bowling Green, Ky.....			3	595	1	50
					1	54
					3	52
					10	51
					4	47
					1	46
					3	45
					13	44
Danville, Ky.....			1	600	12	540
Dayton, Ky.....			1	725	1	575
					8	550
					4	500
					2	475
					1	425
					4	375
Hopkinsville, Ky.....			1	900	2	600
			2	850	2	550
					9	500
					6	450
					2	400
					4	340
					3	290
					2	240
					4	232
					1	205
Maysville, Ky.....			1	809	1	700
			1	750	3	625
			1	550	2	600
					1	580
					1	535
					5	500
					1	400
					1	380
					3	350
Lafayette, La.....			1	1,035	4	630
			1	630	3	585
					1	540
					10	540
					2	495
					1	450
					1	405
					1	380
					1	315
Beth, Mo.....			1	600	1	500
			5	550	4	425
			7	420	8	400
					16	345

¹ Colored.
² Colored.

³ Per month.
⁴ 2 colored.

⁵ Also assistant superintendent.
⁶ Assistants.

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Brewer, Me.			1 3 1	\$576 475 450	1 1 5 1 5 4 4 1 1	\$475 450 432 414 400 378 360 352 334
Brunswick, Me.			1 3	850 500	1 4 4 4	500 400 364 324
Calais, Me.			1 1 1 1 1	800 800 540 396 360	1 2 2 1 6 1 10 1 1 1	540 432 396 378 360 352 342 324 300 262
Gardiner, Me.			1 1	1,100 800	1 1 10 3 2 1 3 4 1	640 500 468 432 414 396 360 306 270
Houlton, Me.					1 9 2 8 2 4 1 1	648 448 450 432 414 396 378 360
Presque Isle, Me.					1 1 1 2 1 6 10 3 2 3	600 576 504 500 486 468 450 432 396 378 360
Rockland, Me.					7 10 12	500 475 450
Rumford, Me.			1 3	800 576	3 4 3 1 6 3 6 2 4 2 1	522 504 486 468 468 450 432 396 360 342 306
Saco, Me.					7 14	526 500
Sanford, Me.			4	600	1 6 1 1 14 1	700 600 564 500 450 400 388

1 Assistants.

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
South Portland, Me.....			1	\$1,500	1	\$650
			1	825	1	800
			1	648	1	750
			1	498	1	650
			1	486	1	600
			3	468	2	525
			1	432	4	500
					5	468
					5	450
					6	432
					2	414
					10	396
					2	378
					7	360
Annapolis, Md.....			1	900	7	500
					3	400
					6	350
Frostburg, Md.....			1	1,500	8	650
			1	1,100	1	600
					5	606
					4	495
					4	484
					4	418
Abington, Mass.....			2	1,200	11	700
Amherst, Mass.....					1	700
					1	550
					5	525
					10	500
					1	475
					1	425
Athol, Mass.....			1	880	1	570
			2	550	4	500
			1	500	1	475
			1	170	9	456
					4	437
					5	418
					2	399
					3	380
Belmont, Mass.....			3	1,200	4	675
					6	650
					6	625
					6	600
Bridgewater, Mass.....			2	900	12	650
Concord, Mass.....			1	1,200	1	750
			1	1,200	14	650
					3	600
					4	550
					1	400
Danvers, Mass.....			1	1,100	19	600
			1	1,060	4	550
			1	950	2	500
			1	800	6	450
					1	400
Easthampton, Mass.....			1	1,200	3	550
			1	750	2	500
			1	650	3	494
			1	600	3	485
					3	475
					1	437
					2	418
					2	399
					2	380
					1	304
					1	190
Easton, Mass.....			1	750	2	600
					1	575
					5	550
					5	525
					3	500
					1	475
					5	450
					5	400
					4	37

1 Assistant part time.

2 Average.

3 Assistant.

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Franklin, Mass.....					4	\$551
					1	532
					10	513
					3	494
					1	475
					6	466
Grafton, Mass.....			1	\$646	1	528
			1	608	1	475
			1	494	2	456
			1	456	1	437
			1	418	2	418
					7	380
Great Barrington, Mass.....			1	750	1	600
			1	650	14	532
			1	612	6	494
					1	418
					1	266
Mansfield, Mass.....			1	1,300	4	550
			2	600	7	500
			1	550	4	450
			1	440	4	400
Maynard, Mass.....			3	700	22	525
Middleboro, Mass.....			1	1,100	3	570
			1	700	3	520
					10	456
Milton, Mass.....			1	1,800	24	750
			2	1,200	1	700
			1	1,000	3	650
			1	850	2	600
			2	800		
			1	750		
Montague, Mass.....			1	650	1	575
			1	600	3	550
			3	575	1	525
			1	550	4	500
			1	525	2	475
			1	500	3	450
					3	425
					3	400
					2	375
Natick, Mass.....			1	1,200	25	600
			1	1,000	1	550
			7	650	3	500
			2	625		
Needham, Mass.....			1	840	2	684
			1	840	10	648
			1	684	11	600
					1	576
					1	552
					1	504
					1	456
North Andover, Mass.....			1	1,200	14	551
			1	800	2	538
			1	700	2	513
			1	650	3	494
					1	418
North Attleboro, Mass.....			1	1,200	1	750
			2	725	13	600
			3	700	4	575
					3	550
					2	525
					5	500
					2	475
					4	450
Northbridge, Mass.....			3	665	2	665
			1	600	2	600
			1	590	3	550
					1	530
					2	513
					11	494
					8	456
					4	418
					1	380
					11	190

¹ Assistant.² 1 assistant.³ 3 assistants.

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Norwood, Mass.....			1 1 1 2	\$1,500 1,800 1,000 750	5 5 12 7 5 5 5	\$700 675 650 600 550 500 494
Palmer, Mass.....			4	650	8 6 6 10	456 418 380 700
Reading, Mass.....			1 4	1,100 650	1 3 3 6 6 1	650 600 550 500 450 700
Rockland, Mass.....			1 1	850 750	10 2 8 1 2	700 650 600 550 500
Saugus, Mass.....			1 2	750 650	1 5 32 3	600 550 500 450
Spencer, Mass.....			1 1 3	585 532 532	15 1 3	494 437 400
Stoneham, Mass.....			1 3	850 600	9 12 2	600 575 450
Stoughton, Mass.....			2	665	1 10 7 2	700 551 513 456
Swampscott, Mass.....			1 1 1 1	1,400 850 700 668	3 16 1 4	668 650 600 550
Ware, Mass.....					2 2 3 2 14 1	750 680 600 550 500 400
West Springfield, Mass.....	1	\$1,800	1 1 1 1 1	800 700 650 625 550	1 1 5 1 1 10 3 2 5 4 1 3 11	400 350 325 315 300 250 200 175 150 125 100 900 860
Westboro, Mass.....					1 1 10 1	575 525 450 400
Whitman, Mass.....			1	1,100	1	680
Winchendon, Mass.....			2 3	650 570	1 1 1 12 9	532 513 450 418 700
Winchester, Mass.....	1 1	1,750 1,850	2 3 1	750 725 700	18 2 2 2 2	675 650 625 550

¹ Assistants.² 1 assistant.

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Albion, Mich.....					1	\$760
					1	600
					1	572
					1	547
					9	500
					7	475
					4	450
Benton Harbor, Mich.....			1	\$720	3	550
			1	670	1	540
			1	600	3	500
			1	590	5	475
			1	573	5	473
					8	450
					2	428
					2	405
					1	380
Boyne City, Mich.....					1	665
					8	523
					10	499
					8	475
					1	451
Cadillac, Mich.....			1	750	1	800
			2	650	5	575
			2	575	28	475
			1	550		
Cheyboygan, Mich.....			1	1 763	6	1 521
			1	1 763	18	1 499
Coldwater, Mich.....					1	650
					2	575
					3	550
					1	525
					11	500
					2	450
Grand Haven, Mich.....					6	550
					1	538
					1	525
					1	513
					8	500
					4	475
					1	465
					1	450
					1	425
					2	400
Houghton, Mich.....			2	850	1	750
					14	650
					4	625
					8	600
					9	550
					2	525
					4	500
					3	400
Ionia, Mich.....			1	800	2	750
			1	625	2	575
			1	525	2	550
					2	525
					1	500
					5	475
					3	450
					1	425
Iron Mountain, Mich.....	1	\$800	2	1,000	5	750
	1	700	2	800	1	700
			4	700	24	650
					12	600
					8	550
					2	600
Ludington, Mich.....			2	725	5	575
			1	700	6	550
			1	625	8	525
					2	500
					5	475
					8	450
					3	425

¹ Average.

TABLE 11.—*Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.*

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Monroe, Mich.....					1	\$600
					3	575
					1	525
					3	500
					7	475
					4	450
Mount Clemens, Mich.....			1	\$700	2	625
			1	650	6	600
			1	615	1	575
			1	605	1	550
					1	525
					2	500
					4	475
Negaunee, Mich.....			1	1,000	3	600
			2	800	1	575
					4	550
					1	525
					12	500
					8	450
Niles, Mich.....					3	600
					2	575
					4	550
					2	525
					6	505
					5	470
Owosso, Mich.....			3	700	14	600
					3	575
					5	550
					5	525
					6	500
					1	475
					1	450
St. Joseph, Mich.....					1	600
					2	575
					3	550
					3	525
					9	500
					8	475
Three Rivers, Mich.....			1	625	15	500
			1	600		
			1	550		
			1	500		
			5	450		
Wyandotte, Mich.....			3	800	5	600
					1	575
					2	550
					3	525
					3	500
					5	475
					2	450
Ypsilanti, Mich.....					2	700
					1	650
					1	625
					1	600
					1	575
					9	550
					1	525
					5	500
Albert Lea, Minn.....			2	675	8	540
			2	585	10	495
					4	473
					5	450
Austin, Minn.....			1	585	1	585
			1	540	1	563
					6	540
					2	517
					4	496
					6	473
					2	450
Chisholm, Minn.....			2	1,000	2	800
			1	900	3	750
			1	850	1	725
			1	700	22	700
					1	650

1 Average.

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Cloquet, Minn.			3	\$675	1	\$618
					1	608
					2	585
					7	563
					10	540
Crookston, Minn.					5	495
					2	675
					9	630
					5	585
					19	563
Eveleth, Minn.	1	\$1,000	1	1,000	1	800
			2	950	2	775
					3	750
					5	725
					16	700
					16	650
Fairbault, Minn.			1	675	2	540
			1	608	2	518
			2	585	8	495
			1	540	6	473
Hibbing, Minn.			1	2,300	3	450
					1	1,350
					3	1,200
					1	1,100
					1	1,100
					1	1,050
					1	1,000
					1	1,000
					3	950
					2	925
					2	900
					3	900
					1	875
					8	850
					3	825
					7	800
					1	750
					8	750
					1	725
					7	700
					1	675
New Ulm, Minn.			1	625	2	650
					1	675
					1	550
					3	525
					6	500
					4	475
Owatonna, Minn.			2	630	2	585
			1	540	1	540
					1	518
					4	495
					5	473
					4	450
					1	405
Columbus, Minn.			1	1,000	25	640
			1	540	1	450
					17	270
Greenville, Miss.			1	1,000	2	725
			2	825	7	673
			1	640	3	621
			2	400	1	540
					1	400
					1	400
					2	360
					12	300
					14	240
					13	200
					12	175
					13	160
Greenwood, Miss.			1	1,000	3	750
			1	450	11	710
					1	225
					3	225

1 Colored.

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Laurel, Miss.....	1	\$1,000	2 1 1	\$788 585 270	4 1 1 1 2 2 1 1 4 5 3 11	\$720 698 653 608 585 563 540 495 473 450 338 248 450
McComb, Miss.....			1 2	810 630	23	450
Yazoo, Miss.....			1	675	1 6 1 6 2	675 699 360 248 225
Flat River, Mo.....					1 2 1 1 9	780 699 630 540 495
Independence, Mo.....			1 3 1	900 810 780	11 10 16 14 4	630 540 450 405 405
Lexington, Mo.....			1 2	780 585	10 1 1 1 2 2	450 405 380 315 270
Nevada, Mo.....			2 3	675 630	4 5 8 2 3 3 1	518 478 450 405 383 360 270
Poplar Bluff, Mo.....			1 5	675 630	1 4 15 3 3 2 1	540 495 450 405 360 300 270
Webster Grove, Mo.....			1 2 1 1	1,360 903 713 665	3 3 15 2 5 10 1 2	713 665 618 600 594 570 523 475
Bozeman, Mont.....			1 1 1	1,200 1,100 1,000	7 5 10 2 1 2 2	900 850 800 750 700 650 600
Livingston, Mont.....			2 1	950 855	8 5 3 5 2 1	855 808 760 713 665 618
Beatrice, Nebr.....			1 3 2 2	765 630 563 540	13 4 4 3 4 2 3	540 518 495 473 450 405 380

¹ Colored.² Assistants.³ 1 colored.

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Fairbury, Nebr.			3	\$585	2	\$585
					3	510
					6	495
					6	488
					2	473
Fremont, Nebr.			1	720	1	810
			4	585	2	675
					3	680
					9	513
					9	495
					7	450
					2	405
Kearney, Nebr.			1	675	3	540
			1	630	14	495
			2	585	4	473
			2	540	1	453
Norfolk, Nebr.			1	720	1	630
			1	675	1	585
			2	585	3	563
					4	540
					2	518
					1	495
					2	473
					4	450
					1	428
York, Nebr.			1	720	3	585
			3	585	4	540
			2	540	1	518
					4	495
					2	450
Derry, N. H.			1	750	7	432
			1	600	5	396
					1	378
					4	360
					2	324
					1	252
Franklin, N. H.					8	468
					3	432
					1	396
					1	360
Dover, N. J.			1	1,050	1	750
			1	800	1	725
					4	700
					2	675
					6	650
					1	625
					6	600
					3	575
					4	550
					1	525
					3	500
					1	475
Englewood, N. J.			1	1,800	1	1,000
			1	1,200	2	800
			1	1,100	3	900
			2	950	12	850
					1	825
					6	800
					6	750
					4	700
					1	675
					3	650
					1	625
Hammononton, N. J.					1	850
					2	750
					1	700
					7	650
					8	600
					1	550
					1	500
Nutley, N. J.			1	1,800	1	1,100
			2	1,200	1	1,000
					1	950
					1	900
					1	850
					6	800
					1	750

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Nutley, N. J.....					1	\$725
					5	700
					4	675
					5	650
					4	600
					2	550
Princeton, N. J.....			1	\$1,900	1	775
			1	950	2	750
					1	700
					2	650
					2	625
					2	600
					1	575
					1	550
Ridgewood, N. J.....			1	1,800	1	925
			1	1,100	2	825
			1	900	3	800
					3	750
					1	725
					4	700
					5	675
					7	650
					1	625
					6	600
Rutherford, N. J.....			1	1,100	2	850
			3	1,000	16	800
			2	900	3	775
					4	750
					2	725
					4	700
					4	625
Salem, N. J.....			1	700	15	500
			1	550	3	475
			1	525	3	450
					3	425
South Amboy, N. J.....					1	\$ 888
					1	888
					2	813
					1	775
					2	750
					2	683
					2	675
					1	650
					2	625
					2	600
South Orange, N. J.....			2	1,250	1	1,000
			1	1,100	4	950
					3	850
					7	800
					1	780
					7	750
					4	700
					1	650
					1	600
Vineland, N. J.....			1	700	1	650
			1	650	4	600
			2	625	8	575
			3	600	2	550
			1	575	2	525
			2	550	9	450
			1	525	5	425
			2	500	3	400
			1	475	1	375
			1	425	2	350
Santa Fe, N. Mex.....					1	375
Albion, N. Y.....					10	575
					6	600
Catskill, N. Y.....					19	800
					2	650
Fredonia, N. Y.....			3	600	15	600
			1	480	2	600
					1	480
					2	460
					4	450
					5	420
					2	400

1 Assistant.

2 Average.

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Haverstraw, N. Y.....					1	\$675
					7	650
					8	600
Hoosick Falls, N. Y.....			1	\$650	1	600
			1	550	2	575
			1	550	13	500
Hudson Falls, N. Y.....					2	620
					3	540
					2	520
					20	500
Ilion, N. Y.....			4	650	19	538
Malone, N. Y.....					7	550
					10	500
					14	460
Mamaroneck, N. Y.....			1	1,100	1	900
			1	800	1	850
			1	750	1	825
					2	800
					2	775
					1	772
					1	750
					1	725
					1	712
					4	700
					1	694
					2	650
					2	600
					1	551
					1	550
					1	500
Matteawan, N. Y.....					1	850
					3	550
					5	525
					3	500
					1	315
					1	300
					1	204
Mechanicsville, N. Y.....			1	675	2	575
			1	625	2	550
			1	500	3	525
					2	500
					5	475
					6	450
					2	425
					8	400
Medina, N. Y.....			2	600	1	600
					3	575
					1	550
					3	525
					9	500
Newark, N. Y.....			1	1,000	12	550
			1	1,000	10	550
North Tarrytown, N. Y.....					1	900
					1	775
					5	725
					1	675
					1	650
					1	625
					3	600
Norwich, N. Y.....			1	1,300	3	700
			1	700	2	650
					2	600
					1	550
					2	500
					7	450
					23	400
Oneida, N. Y.....					5	625
					14	575
					1	500
					1	450
Salamance, N. Y.....					1	690
					1	620
					4	550
					9	525
					1	520

1 Average.

TABLE 11.—*Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.*

Cities.	Supervising principals.		Principals.		Teachers.	
	Num- ber.	Salary.	Num- ber.	Salary.	Num- ber.	Salary.
Salamanca, N. Y.....					5	\$480
					1	475
					2	450
					2	425
					3	400
Seneca Falls, N. Y.....			1	\$700	1	360
			2	600	1	550
					1	525
					7	500
					4	475
					1	450
					1	400
Solvay, N. Y.....			1	1,000	1	850
			1	850	1	800
					5	750
					2	675
					1	650
					1	625
					5	600
					3	575
					3	550
					1	525
					3	500
					1	475
Tarrytown, N. Y.....					2	900
					4	875
					15	850
Tonawanda, N. Y.....			3	800	6	700
			2	600	12	600
					4	550
					3	500
					2	450
Concord, N. C.....			1	740	1	480
			1	440	2	400
					2	360
					13	340
					2	280
					1	260
					1	220
					1	200
Elizabeth, N. C.....	1	\$675	1	480	2	450
					17	405
					1	338
					1	270
Gastonia, N. C.....			1	800	10	400
			1	480	2	330
			1	400	11	360
					2	320
					1	240
					1	200
Goldsboro, N. C.....			1	1,000	1	540
			1	495	10	475
					2	425
					3	405
					1	400
					1	460
					2	360
					1	315
					1	315
					1	270
Newbern, N. C.....			1	840	1	660
			1	480	8	444
					5	440
					1	420
					1	360
					1	300
					1	276
					1	276
					1	240
Salisbury, N. C.....			1	765	1	595
			1	616	1	510
			1	434	1	425
					1	425
					3	404
					8	383

1 Colored.

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Salisbury, N. C.....					1	\$361
					1	340
					1	298
					1	255
					1	255
					1	234
					1	213
					1	116
Washington, N. C.....			1	\$360	1	480
					1	440
					12	360
					2	320
					1	260
					1	240
Wilson, N. C.....			1	800	1	260
					1	563
					2	473
					1	466
					7	450
					1	420
					4	405
					1	315
					1	312
					1	297
					1	293
					1	288
					1	252
					1	196
Bismarck, N. Dak.....			1	850	1	750
			1	825	1	725
					2	700
					4	675
					4	650
Devils Lake, N. Dak.....					2	625
					7	675
					1	630
					5	585
					4	540
Minot, N. Dak.....			2	765	5	675
			1	675	17	630
Barberton, Ohio.....			1	766	8	630
			1	756	1	621
			1	730	4	600
			1	720	2	576
			1	708	2	563
					1	540
					4	495
					4	480
					4	450
					1	428
					1	405
Bowling Green, Ohio.....			1	684	1	594
			1	657	1	576
			1	621	1	549
					2	540
					1	522
					4	504
					2	495
					1	486
					1	459
					1	454
					1	441
					1	432
					1	423
Bucyrus, Ohio.....			1	713	1	665
			2	619	1	609
					1	580
					3	570
					1	542
					7	523
					2	494
					5	409
					3	390
					1	380

¹Colored.

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Conneaut, Ohio.....			1 2 8	\$855 570 400	1 2 8 8 5 2 2 1	\$825 570 499 475 451 428 400 680
Coshocton, Ohio.....					1 3 1 3 9 7 3 10 3	650 585 540 495 458 414 387 360
Delphos, Ohio.....					1 1 3 5 2 1 1	810 540 518 473 450 405
East Cleveland, Ohio.....			1 1 2	1,560 1,400 1,000	1 8 9 21 6	225 850 800 750 675
Fostoria, Ohio.....					1 1 3 3 2 3 2 6 10 4	600 780 675 585 540 520 495 475 450 430 405
Gallipolis, Ohio.....			1 2	810 450	1 3 1 13 1 2 1 1 1 12 1	585 540 432 423 414 405 391 378 369 360 315 270
Greenville, Ohio.....			1 3	855 505	1 4 2 3 3 4 2 2 2	540 540 518 495 473 450 428 405 383
Jackson, Ohio.....					2 20 3	450 405
Martins Ferry, Ohio.....			1 2	810 785	8 17 2 2 3	585 540 495 450 405
Nelsonville, Ohio.....			3	405	10 16 1	360 405 585
New Philadelphia, Ohio.....			1 1 3	785 630 630	12 6 7 7	450 405 383 360

¹ Colored.² 1 colored.

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Niles, Ohio.....			1	\$720	1	\$720
			1	675	2	630
			1	667	3	576
			1	576	1	569
			1	540	1	565
					2	540
					1	522
					1	513
					2	510
					2	506
					1	450
					2	441
					2	432
					2	418
					4	414
					2	387
					3	360
Painesville, Ohio.....					1	675
					2	625
					3	600
					2	590
					1	580
					4	575
					2	550
					6	540
Ravenna, Ohio.....			2	560	1	750
					1	600
					12	570
					2	550
St. Marys, Ohio.....			1	600	7	496
			1	600	8	450
					5	405
Salem, Ohio.....			1	530	6	600
			2	760	1	580
			1	670	4	570
					3	560
					2	540
					2	530
					1	510
					2	490
					1	475
					5	460
					4	430
Sidney, Ohio.....			1	700	7	600
			1	660	8	550
					5	500
					7	450
					3	400
Troy, Ohio.....			1	900	1	624
			1	850	2	600
			1	550	8	575
					2	550
					5	525
					2	500
					2	475
Urbana, Ohio.....			3	850	1	450
					12	570
					2	522
					2	475
					1	427
Van Wert, Ohio.....			2	630	10	495
			1	630	3	450
			1	540	12	405
Washington C. H., Ohio.....			1	750	2	575
			1	587	1	495
			1	535	28	450
Wellston, Ohio.....					2	675
					1	585
					1	450
					3	423
					15	378
					9	360

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Wellsville, Ohio.....			1	\$720	1	\$395
			1	675	1	563
			1	600	2	540
					1	518
					6	495
					3	473
					8	450
					2	428
					1	405
					1	383
Wooster, Ohio.....					2	625
					3	550
					4	525
					10	500
					6	475
Xenia, Ohio.....			4	700	10	600
			13	650	7	575
					2	550
					4	525
					2	500
					1	475
					3	450
					2	425
Ardmore, Okla.....			2	765	8	585
			2	765	1	540
					1	517
					6	495
					10	450
Bartlesville, Okla.....			2	845	2	630
			2	750	10	585
					12	540
					12	495
Durant, Okla.....			2	800	1	800
			1	585	1	630
					1	585
					7	540
					2	495
					7	450
El Reno, Okla.....			4	720	29	495
Seapulpa, Okla.....			1	810	4	675
			1	810	1	585
			2	675	7	585
					8	540
					3	495
					1	490
Ashland, Oreg.....			1	1,000	1	675
			1	1,000	1	630
					1	585
					1	450
Astoria, Oreg.....			1	1,250	1	850
			1	1,100	10	750
			1	1,100	5	700
			1	1,000	8	650
			1	800	5	600
Baker, Oreg.....			3	855	4	720
					20	675
					5	585
Ambridge, Pa.....					1	810
					1	630
					1	585
					1	563
					6	540
					3	495
					2	450
Ashland, Pa.....			1	630	3	518
			1	630	4	495
			2	495	8	450
					3	390
Ashley, Pa.....			1	1,300	2	720
					2	675
					1	540
					14	540
					2	495

1 2 assistants.

* Assistant.

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Berwick, Pa.....			1	\$610	2	\$540
			1	585	1	485
			1	540	12	450
			1	485	3	360
Bloomsburg, Pa.....			2	765	1	495
					22	450
Bristol, Pa.....					23	500
Carriek, Pa.....			1	850	2	950
					1	850
					2	800
					1	750
					5	700
					1	650
					6	600
					3	550
					2	500
Catsaunqua, Pa.....					1	750
					1	700
					1	700
					2	600
					5	560
					9	500
Charleroi, Pa.....			2	675	1	720
			2	630	1	698
					8	585
					1	563
					3	540
					2	518
					4	495
					1	473
					9	450
					3	383
					6	360
Conshohocken, Pa.....					1	650
					3	575
					2	550
					6	500
Coraopolis, Pa.....					6	400
					2	765
					1	675
					2	630
					14	585
					2	540
					1	450
Danville, Pa.....					3	600
					10	510
					14	485
Darby, Pa.....			1	700	1	600
					3	550
					2	525
					11	500
					5	425
					3	400
Donora, Pa.....			1	1,200	1	675
					2	630
					2	607
					2	585
					2	563
					1	558
					6	540
					2	517
					3	495
					2	473
					10	450
Duryea, Pa.....			5	525	29	400
Edwardsville, Pa.....					4	363
					1	360
					2	358
					5	355
					3	353
					3	350
					5	345
					5	348

1 Assistant.

2 Per month.

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Forest City, Pa.....					14	\$480
Freeland, Pa.....			3	\$550	3	360
Glassport, Pa.....					3	460
					16	550
					2	720
					1	675
					6	585
					9	540
					2	495
					6	430
Greenville, Pa.....			3	675	1	405
					2	675
					1	625
					2	540
					2	530
					3	495
					2	480
					4	450
					2	400
					3	385
Hanover, Pa.....			2	585	1	495
			1	585	8	473
					1	440
					9	450
					5	360
Huntingdon, Pa.....			1	630	1	495
Indiana, Pa.....			1	635	21	450
					2	495
Jersey Shore, Pa.....			1	675	15	495
					1	585
					1	540
					1	495
					15	450
					1	360
Juniata, Pa.....			1	855	1	765
			2	785	1	540
			1	720	6	485
					4	468
					10	450
					1	405
					1	360
Kane, Pa.....			4	535	6	510
					6	517
					4	495
					2	475
					1	405
					1	383
Kingston, Pa.....					1	653
					1	585
					2	563
					2	540
					3	505
					7	473
					4	450
					1	428
					1	383
					4	360
Lenox, Pa.....			1	720	2	585
			1	630	3	540
					2	495
					5	450
					3	405
Lehigh, Pa.....			2	630	9	360
					2	510
					13	450
					4	360
Lewiston, Pa.....			4	630	26	450
Lockhaven, Pa.....			1	810	1	540
			1	535	1	495
			1	585	17	450
					4	360
Luzerne, Pa.....			11	525	8	540
			11	540	4	495
					1	405
					3	383

1 Assistant.

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Middletown, Pa.....			1	\$645	1	\$600
			2	540	1	513
					1	513
					14	450
Milton, Pa.....			2	585	22	450
			3	540		
Minersville, Pa.....			1	810	1	675
			1	540	1	675
					3	585
					1	495
					2	495
					5	450
					2	380
					7	380
Monongahela, Pa.....			1	788	4	653
			1	675	2	630
			2	653	2	608
					5	585
					5	540
					1	518
					3	495
					3	473
					6	450
Mount Pleasant, Pa.....			1	675	7	585
			1	630	9	540
					4	495
					1	450
Munhall, Pa.....					1	900
					12	720
					3	675
					1	630
New Brighton, Pa.....	1	810	1	698	2	653
			1	585	3	608
			1	540	2	585
					2	563
					1	540
					5	518
					4	495
					2	473
					7	450
					3	380
New Kensington, Pa.....			2	780	2	788
					38	580
Northampton, Pa.....			5	800	16	550
					7	450
Punxsutawney, Pa.....					1	765
					1	780
					2	675
					7	518
					3	495
					6	473
					1	472
					12	450
					4	405
Ridgway, Pa.....					1	585
					7	540
					7	518
					7	495
Rochester, Pa.....					1	765
					2	675
					2	630
					4	585
					1	540
					3	495
					3	450
					2	405
					3	380
St. Marys, Pa.....			1	585	1	585
			1	540	1	514
					8	495
Sayre, Pa.....			1	540	4	540
			1	495	7	495
					15	450

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Scottdale, Pa.....					1	\$675
					1	630
					2	585
					2	549
					5	540
					7	513
Sharpsburg, Pa.....					1	630
					1	585
					3	540
					1	486
					2	495
					2	473
					3	405
					2	405
Swissvale, Pa.....			1	\$900	3	720
			2	855	4	675
					5	630
					2	585
					2	540
					6	495
					2	450
					3	380
Tarentum, Pa.....			1	745	2	630
			2	743	8	563
					3	518
					8	495
					4	450
					2	405
Taylor, Pa.....					2	636
					5	665
					1	665
					2	618
					10	603
					2	475
					1	438
					11	428
Throop, Pa.....			1	810	9	495
			2	806	10	450
			12	585		
			1	540		
Titusville, Pa.....			4	665	2	665
					28	528
Tyrone, Pa.....			2	810	4	545
			1	630	4	495
					16	450
					4	428
West Berwick, Pa.....			11	765	1	585
					2	540
					15	450
					2	360
Wilmerding, Pa.....					1	833
					1	800
					1	775
					1	750
					2	725
					4	700
					1	675
					3	650
					2	635
					2	600
					1	575
					2	550
					3	500
Bristol, R. I.....					1	1,000
					2	800
					10	525
					1	500
					1	500
					2	475
					4	450
					8	425
Burrillville, R. I.....			1	750	1	600
			1	700	11	500
					2	480
					1	450
					14	400

1 Assistant.

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Coventry, R. I.....			1	\$800	18	\$400
			1	500		
			1	400		
Johnston, R. I.....	1	\$800	1	600	1	468
			2	488	7	429
			3	468	3	410
			1	449	2	400
			1	429		
			5	400		
North Providence, R. I.....			1	850	1	600
			1	678	1	507
			3	585	3	468
					6	429
					3	390
					4	351
Warren, R. I.....			1	1,000	25	520
					1	460
Anderson, S. C.....			1	1,000	5	500
			1	675	14	450
			1	300	1	360
					3	270
					5	252
					1	150
Florence, S. C.....			1	1,200	7	540
			1	1,000	13	450
			1	900	1	516
			1	440	10	315
Georgetown, S. C.....			1	810	7	495
			1	780	2	450
			1	675	9	270
			1	450		
Greenwood, S. C.....			1	675	1	675
			1	360	2	630
			1	298	2	585
					1	540
					2	495
					5	450
					4	405
					4	383
					6	208
Orangeburg, S. C.....			1	560	14	468
					5	210
Huron, S. Dak.....			3	825	8	555
					1	630
					4	630
					2	585
					3	574
					3	570
					3	567
					2	540
Lead, S. Dak.....			5	915	3	950
					1	925
					1	875
					1	850
					1	825
					5	800
					13	700
					3	650
Mitchell, S. Dak.....			2	750	2	650
			3	680	8	600
			3	650	15	550
Watertown, S. Dak.....			1	675	3	675
			3	630	1	630
					2	608
					3	585
					7	563
					8	540
Bristol, Tenn.....			1	630		
			1	585	10	450
			1	565	3	405
					5	360
					3	315
					2	225

1 assistant.

* Colored.

* 2 colored and 1 white assistant.

* Colored assistant.

* Average.

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Amarillo, Tex.....			1 2 3	\$1,125 990 585	1 16 1 4 5	875 675 607 540 495
Brownwood, Tex.....			2 1 1	1,000 495	10 10 11	630 585 360
Corpus Christi, Tex.....			1 1	600	4 16 8 12	640 630 480 400
Corsicana, Tex.....			1 1 2 3 1 1 1	1,125 720 675 630 480	4 4 2 4 2 1 3 5 1 18 11 11 11	594 585 576 567 558 549 540 522 513 405 380 330 246
Greenville, Tex.....			1 1 2 1 1 1 1	990 945 900 585 460	4 4 4 16 16	540 518 495 315
Hillsboro, Tex.....			1 1 1 1 1 1	1,080 810 720 630 540	1 3 1 5 3 1 2 4 2 11 14	630 608 585 563 540 518 495 473 450 315 200
Taylor, Tex.....			2 1 1	675 675	4 6 11 11 11 11 11 11 11	585 540 371 360 225 210 150 104
Texarkana, Tex.....			1 1 1 1 1 1	900 765 720 675 720 540	2 20 2 7 14 12 3	720 583 495 540 459 270 675 650
Weatherford, Tex.....			1 1 1 1	675 720 540	7 14 12	540 459 270
Wichita Falls, Tex.....			1 1 1 1	1,125 810 720 675 675	3 3 36	675 650
Brattleboro, Vt.....					1 2 2 6 7 1 1 1 1	650 625 600 550 525 475 435 400
Montpelier, Vt.....			1	800	10 2 3 2 1	800 575 550 500 475

1 Colored.

* 1 colored.

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
St. Albans, Vt.....			1	\$825	1	\$525
			1	600	5	500
					2	475
					1	450
					1	425
					4	400
					3	380
					3	360
St. Johnsbury, Vt.....					1	722
					1	666
					1	650
					3	570
					1	551
					1	540
					2	532
					2	522
					1	513
					1	504
					1	494
					2	468
					2	456
					2	450
					2	432
					1	418
					1	399
					2	396
					3	380
					2	360
					2	342
Bristol, Va.....			3	900	7	495
			1	720	9	450
			1	405	12	315
Clifton Forge, Va.....			1	675	1	495
					2	450
					1	428
					4	383
					7	360
					2	338
Centralia, Wash.....			3	950	1	760
			1	855	2	713
			3	713	10	685
			3	685	9	618
					3	570
Hoquiam, Wash.....			3	1,100	1	775
			1	1,100	26	775
Olympia, Wash.....			1	1,200	1	780
			1	1,080	1	765
			1	1,060	1	750
			1	1,000	1	720
			1	870	3	705
					4	690
					1	675
					1	660
					11	660
					2	630
Vancouver, Wash.....			1	1,000	3	840
			1	1,000	10	780
			1	800	9	720
			1	840	6	680
					3	605
Clarksburg, W. Va.....			3	900	1	765
			2	785	2	675
			1	765	1	630
			1	720	1	685
					8	585
					1	540
					16	540
					9	513
					18	495
					2	477
					2	450

1 Colored.

2 Assistant.

3 Average.

TABLE 11.—Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Elkins, W. Va.....			1	\$630	1	\$663
					3	540
					2	518
					4	495
					3	473
					8	450
Grafton, W. Va.....			4	\$810	2	585
			1	675	4	540
			1	495	4	495
					2	450
Morgantown, W. Va.....			2	765	8	585
			5	675	2	540
					3	495
					5	450
Antigo, Wis.....			3	653	2	653
			2	630	2	630
					1	585
					1	563
					2	540
					2	518
					2	495
					4	473
					7	450
					1	405
Escraboo, Wis.....			4	665	2	618
					2	590
					1	570
					1	551
					1	532
					3	513
					2	494
					8	475
Beaver Dam, Wis.....			3	625	1	600
			1	550	16	500
Grand Rapids, Wis.....			1	675	1	675
			2	630	2	585
			1	585	6	540
			1	518	7	518
					3	495
					2	450
Marshfield, Wis.....			1	570	4	545
			3	545	3	523
					5	490
					2	475
Menasha, Wis.....					6	600
					19	500
Neenah, Wis.....			1	700	1	600
			1	675	8	500
			1	525	9	475
			1	500	5	450
Oconto, Wis.....			1	810	1	585
					2	585
					2	540
					2	495
					11	480
					2	225
Rhineland, Wis.....					1	630
					2	585
					2	563
					2	540
					1	518
					10	495
					6	473
South Milwaukee, Wis.....					1	450
					2	810
					2	650
					6	600
					2	590
					2	590

1 Colored.

2 1 colored.

3 Assistant.

TABLE 11.—*Salaries in public elementary schools in cities having 5,000 and fewer than 10,000 inhabitants—Continued.*

Cities.	Supervising principals.		Principals.		Teachers.	
	Num-ber.	Salary.	Num-ber.	Salary.	Num-ber.	Salary.
Stevens Point, Wis.....					1 3 1 9 3 1 5 2 2	\$650 665 650 570 546 523 499 475 428
Waukesha, Wis.....			1 1 1 1 1	\$1,000 900 600 550 525	1 3 1 9 1 6 1 1 1	575 550 538 525 513 500 475 428 281
West Allis, Wis.....			1 1 1	1,000 800 675	1 6 15 2 2 1 1 1 1	700 650 600 550 500 400 378 353 329 304 280 236
Laramie, Wyo.....			1 2	1,121 1,073	6 2 1 1 6 1 1 1	878 853 829 804 780 499 315 236
Rock Springs, Wyo.....			3	1,940	26	1,550
Sheridan, Wyo.....			2 1 1 1 1 1	920 870 858 845 745	5 4 1 2 3	820 770 720 670 620

¹ Average.

TABLE 12.—Salaries in public kindergartens in cities of more than 10,000 inhabitants.

Cities.	Directors.		Assistants.	
	Num- ber.	Salary.	Num- ber.	Salary.
<i>Cities having more than 250,000 inhabitants.</i>				
Washington, D. C.....	1 ¹	\$950	2 ¹⁹	\$600
	1	850	2 ¹¹	575
	2 ⁷	825	4 ¹³	550
	28	800	4 ¹²	525
	5	775	2 ⁹	500
	4 ⁹	750		
	4	725		
	5	700		
	2 ⁷	675		
	14	650		
Chicago, Ill.....			94	1,175
			8	1,075
			13	1,025
			18	975
			36	925
			24	875
			12	825
			17	775
			15	725
			30	675
			32	650
Baltimore, Md.....	19	600	17	400
	2	550	2	300
	1	500		
	1	450		
Boston, Mass.....	1	1,125	9	864
	69	1,032	10	816
	6	984	10	768
	6	936	7	720
	7	888	8	672
	13	840	26	624
	7	792	6	576
	10	744	14	528
	1	528	17	480
Minneapolis, Minn.....	7	1,000	8	700
	1	950	2	650
	1	850	4	600
	1	800	1	500
	1	750		
St. Louis, Mo.....	36	1,120	23	700
	1	1,020	8	640
	1	920	104	480
	53	780	710	440
	1	700		
Newark, N. J.....	2	1,200	12	1,050
	4	1,100	7	1,000
	4	1,000	3	930
	3	930	6	880
	1	830	8	830
	1	730	8	780
			7	730
			7	680
			4	630
			7	580
Cincinnati, Ohio.....	1	900	1	500
	1	850	5	450
	15	750	1	400
	6	700	14	350
	8	650	13	300
	9	600		
	2	550		
	4	500		
New York, N. Y.....			65	1,500
			36	1,440
			19	1,380
			27	1,320
			43	1,260
			47	1,200
			58	1,140
			43	1,080
			47	1,020

¹ Colored.² 4 colored.³ 2 colored.⁴ 5 colored.⁵ 9 colored.⁶ 1 colored.⁷ 3 colored.⁸ Also 36 attendants at 50 cents and 3 at 80 cents per day.⁹ 6 colored.¹⁰ Half day.¹¹ 10 colored.

TABLE 12.—*Salaries in public kindergartens in cities of more than 10,000 inhabitants—Continued.*

Cities.	Directors.		Assistants.	
	Num- ber.	Salary.	Num- ber.	Salary.
<i>Cities having more than 50,000 inhabitants—Continued.</i>				
New York, N. Y.			48	\$900
			91	900
			66	840
			2	800
			64	780
			2	760
			178	720
Cleveland, Ohio.	15	\$950	27	650
	11	900	10	600
	8	850	22	550
	10	800	7	500
	10	750		
	9	700		
	5	675		
	3	650		
Philadelphia, Pa.	1	900		
	122	750		
	5	735		
	5	720		
	8	705		
	6	690		
	17	675		
	5	660		
	12	645		
	15	630		
	13	615		
	28	600		
Milwaukee, Wis.	55	900	62	780
<i>Cities having 100,000 and fewer than 250,000 inhabitants.</i>				
Denver, Colo.	31	888	18	672
	2	816	1	480
	3	744		
	1	660		
Louisville, Ky.	1	1,250	1	1,000
			3	650
			6	600
			12	550
			10	500
Cambridge, Mass.	16	750	1	672
			2	642
			1	630
			4	600
			3	570
			1	410
Fall River, Mass.	6	700	4	620
			1	580
			1	540
Lowell, Mass.	11	600	12	550
Worcester, Mass.	12	750	2	450 ^t
	9	700	1	425
	4	650	8	400
	2	600		
	4	550		
	4	500		
Grand Rapids, Mich.	22	810	2	500
	1	750	3	475
	4	700	4	450
	3	650	2	425
	1	600	6	400
	3	550	5	350
	2	500		
St. Paul, Minn.	25	900	32	550
	2	850		
	2	800		
	1	700		
	2	650		
Dayton, Ohio.	11	700		
	6	675		

¹ 7 colored.² 1 colored.³ 5 colored.⁴ 4 colored

TABLE 12.—*Salaries in public kindergartens in cities of more than 10,000 inhabitants—Continued.*

Cities.	Directors.		Assistants.	
	Num- ber.	Salary.	Num- ber.	Salary.
<i>Cities having 100,000 and fewer than 250,000 inhabitants—Continued.</i>				
Scranton, Pa.....	9	\$660		
	3	605		
	5	550		
	3	500		
	10	495		
Providence, R. I.....	25	800		
	4	700		
	2	650		
	10	625		
	3	600		
	10	550		
	2	500		
	2	450		
Richmond, Va.....	3	765	1	\$630
	6	585	1	535
	1	540	1	485
	1	450	4	430
			1	405
			1	360
			2	350
Seattle, Wash.....	3	1,050		
	1	930		
	2	750		
<i>Cities having 50,000 and fewer than 100,000 inhabitants.</i>				
Waterbury, Conn.....	8	750	1	700
	2	700	4	650
			3	630
			1	600
			2	530
			1	500
Evansville, Ind.....	6	700	10	400
	1	650	1	280
	1	600		
	1	553		
	1	465		
	1	425		
Fort Wayne, Ind.....	4	750		550
	4	500	2	400
Terre Haute, Ind.....	9	660		
Des Moines, Iowa.....			3	800
			2	450
			1	400
Kansas City, Kans.....	1	540		
	1	495		
	4	450		
Covington, Ky.....	7	650		
	6	600		
	1	550		
Holyoke, Mass.....	8	650	8	550
	1	625	2	500
	1	600		
New Bedford, Mass.....	1	800		
	7	750		
	2	700		
	1	650		
	1	550		
Somerville, Mass.....	4	650	2	475
			1	350
			1	275
Springfield, Mass.....	1	850	1	650
	3	750	1	575
	12	700	18	500
Eaginaw, Mich.: West Side.....	1	450	1	280
Manchester, N. H.....	4	650		
	3	550		
	1	400		

¹ 1 colored.² 1 session.³ Also 16 caretakers at salaries ranging from \$80 to \$120 per annum.

TABLE 12.—Salaries in public kindergartens in cities of more than 10,000 inhabitants—Continued.

Cities.	Directors.		Assistants.	
	Num-ber.	Salary.	Num-ber.	Salary.
<i>Cities having 50,000 and fewer than 100,000 inhabitants—Continued.</i>				
Bayonne, N. J.....	5	\$950		
	1	880		
	1	800		
	1	760		
	1	720		
	2	680		
Hoboken, N. J.....	7	1,300		
	1	1,244		
	1	1,200		
	1	1,152		
	1	1,132		
	3	1,128		
	2	1,104		
	2	782		
Pasaic, N. J.....	12	850		
	1	825		
	1	800		
	1	700		
Schenectady, N. Y.....	5	700		
	2	675		
	1	650		
	2	600		
	2	575		
	4	500		
Troy, N. Y.....	12	650	7	\$650
			2	600
			3	550
Canton, Ohio.....	2	750		
	1	500		
Pawtucket, R. I.....	12	600	10	520
			1	440
			1	400
<i>Cities having 25,000 and fewer than 50,000 inhabitants.</i>				
Berkeley, Cal.....	1	900		
Pasadena, Cal.....	12	840	1	780
	2	780	13	720
	1	720	2	680
			2	600
Sacramento, Cal.....	1	1,200	12	660
	12	840		
San Diego, Cal.....	6	804	11	360
Colorado Springs, Colo.....	3	960		
	1	744		
	2	720		
	1	660		
	1	600		
Pueblo, Colo.: District No. 1.....	1	800	1	300
	1	775	2	200
	1	550	1	100
Meriden, Conn.....	1	720		
	3	680		
	4	640		
	1	600		
	1	560		
	2	520		
	1	480		
Augusta, Ga.....	2	600		
	3	540		
	1	510		
	1	480		
	1	420		
	1	410		
	3	380		
	1	360		
Cedar Rapids, Iowa.....	7	675	1	540
	1	653	1	450
	3	495	2	360
	1	450	5	270
			2	225
Dubuque, Iowa.....	5	550	3	400
	1	450	2	375
	1	400	2	350

TABLE 12.—Salaries in public kindergartens in cities of more than 10,000 inhabitants—Continued.

Cities.	Directors.		Assistants.	
	Num-ber.	Salary.	Num-ber.	Salary.
<i>Cities having 25,000 and fewer than 50,000 inhabitants—Continued.</i>				
Waterloo, Iowa:				
East.....	4	\$540		
	2	495		
Topeka, Kans.....	2	765	1 2	\$135
Lewiston, Me.....	1	625		
	1	600		
Newton, Mass.....	4	675	10	300
	3	650	1	225
	4	625	1	200
	1	500	4	100
	1	475		
Salem, Mass.....	4	550	4	300
	2	500		
Waltham, Mass.....	3	650	2	350
	1	600	2	250
	2	500		
Bay City, Mich.....	2	700		
	1	650		
	1	600		
	5	550		
Calumet, Mich.....			3	\$50
			7	300
			3	250
Jackson, Mich.....	1	575		
	3	550		
	2	525		
Kalamazoo, Mich.....	2	720	4	495
	1	675	1	480
	1	630	2	450
	1	585		
	1	575		
	1	570		
	1	540		
Lansing, Mich.....	4	600		
	1	550		
	2	400		
Lincoln, Nebr.....	2	825	2	812
South Omaha, Nebr.....	3	713	3	523
	1	665	4	475
	2	618		
Atlantic City, N. J.....	4	850		
	1	800		
	3	750		
	2	700		
	1	650		
	2	600		
	2	550		
East Orange, N. J.....	5	900	4	600
	3	800	1	500
	1	700	3	450
			1	400
Orange, N. J.....	5	900	2	550
	1	760	1	650
			3	500
			1	300
Perth Amboy, N. J.....	2	710	1	
	2	670		
	1	630		
	1	550		
	2	500		
West Hoboken, N. J.....	1	1,045		
	1	848		
	1	845		
	1	835		
	1	775		
	1	685		
Auburn, N. Y.....	4	600	1	580
			1	540
			1	490
			1	440
Binghamton, N. Y.....	1	550	3	475
	5	525	3	450
	1	500	1	250

1 Colored.

2 Half time.

TABLE 12.—Salaries in public kindergartens in cities of more than 10,000 inhabitants—Continued.

Cities.	Directors.		Assistants.	
	Num-ber.	Salary.	Num-ber.	Salary.
<i>Cities having 25,000 and fewer than 50,000 inhabitants—Continued.</i>				
Jamestown, N. Y.....	1	\$625	1	\$500
	5	600	1	475
	1	575	1	300
	1	525		
Mount Vernon, N. Y.....	2	475		
	1	1,040	2	690
	1	960		
	1	920		
	1	840		
	1	800		
	3	720		
	1	640		
New Rochelle, N. Y.....	1	1,150	1	780
	1	900	2	750
	2	880	3	700
	2	850	1	650
Niagara Falls, N. Y.....	1	800	1	600
	1	751	9	420
	1	717	4	350
	2	698		
	1	653		
	1	662		
	4	630		
Poughkeepsie, N. Y.....			2	575
			3	550
			1	525
			1	500
Springfield, Ohio.....	1	650		
	1	600		
	1	500		
	1	450		
Newport, R. I.....	3	600	3	400
	1	552	2	380
	1	512		
Woonsocket, R. I.....	2	500		
Knoxville, Tenn.....	1	700	2	475
			1	380
El Paso, Tex.....	2	945	1	808
			1	765
Ogden, Utah.....	1	850	5	300
	1	675		
	1	625		
	1	550		
	1	525		
Green Bay, Wis.....	1	950	1	200
La Crosse, Wis.....	1	675	1	150
	2	650		
	3	575		
	1	550		
	1	525		
Madison, Wis.....	1	650	1	350
	3	600	1	325
	2	575	1	275
			1	240
			1	225
Oshkosh, Wis.....			3	375
			1	300
			2	275
			1	250
			2	200
			3	150
Sheboygan, Wis.....	6	600	5	450
	1	500	3	400
			1	350
			1	300
Superior, Wis.....	9	700	6	570
			2	525
			1	475
			1	428
Racine, Wis.....	4	700	3	500
	1	650	3	475
	2	625	2	450
	1	600		
	1	575		
	2	550		

1 Colored.

TABLE 13.—Salary schedules of certain city school systems—Continued.

Position or grade.	Minimum yearly salary.	Yearly increase in salary.	Years required to reach maximum.	Maximum yearly salary.
<i>San Francisco, Cal.—Continued.</i>				
Elementary schools—Continued.				
Principals (primary), less than 150 pupils.....	\$1,320			
Principals (primary), 150 and less than 400 pupils.....	1,560			
Principals (primary), 400 and less than 700 pupils.....	1,800			
Principals (primary), 700 or more pupils.....	2,160			
Vice principals (grammar).....	1,500			\$1,620
Teachers, grades 2-4, inclusive.....	840		7	1,164
Teachers, grades 5-8.....	840		7	1,300
Teachers, grades 1, 7, and 8.....	840		7	1,224
Commercial schools—				
Principals.....	3,000			
Vice principals.....	2,160			
Teachers, academic subjects.....	1,500			1,680
Teachers, special subjects.....	1,500			1,620
Oral-deaf schools—				
Principals.....	1,680			
Assistants.....	1,320			
First assistants.....	1,260			
Second assistants.....	1,164			
Evening schools—				
Principals.....	780			1,320
Teachers in charge.....	780			900
Teachers in charge having only 1 class.....	660			
Head teachers, drawing department.....	1,260			
Teachers, home economics.....	1,200			
Teachers, high and commercial classes.....	780			
<i>Stockton, Cal.:</i>				
High schools—				
Principals.....	2,700			
Teachers, male.....	1,500		3	1,800
Teachers, female.....	1,260		3	1,560
Elementary schools—				
Vice principals.....	1,320			
Teachers.....	780		10	1,200
Supervisors of—				
Drawing and manual art.....	1,380			
Music and physical culture.....	1,620			
Manual training.....	1,440			
Cooking and sewing.....	1,380			
Penmanship.....	1,620			
Athletics.....	300			
Assistants in music.....	1,380			
<i>Colorado Springs, Colo.:</i>				
High schools—				
Teachers, male.....	1,000			1,600
Teachers, female.....	900			1,400
Elementary schools—				
Principals, 2 rooms, male.....	1,030			
Principals, 2 rooms, female.....	1,000			
Principals, 3 rooms, male.....	1,070			
Principals, 3 rooms, female.....	1,040			
Principals, 4 rooms, male.....	1,140			
Principals, 4 rooms, female.....	1,090			
Principals, 5 rooms, male.....	1,190			
Principals, 5 rooms, female.....	1,140			
Principals, 6 rooms, male.....	1,240			
Principals, 6 rooms, female.....	1,190			
Principals, 7 rooms, male.....	1,290			
Principals, 7 rooms, female.....	1,240			
Principals, 8 rooms, male.....	1,450			
Principals, 8 rooms, female.....	1,350			
Principals, more than 8 rooms.....	15			
Teachers.....	600			800
Kindergartens—				
Directors.....	600			800
Teachers.....	540			720
Supervisors of—				
Drawing.....	1,400			
Music.....	1,400			
Bench work.....	1,400			
Domestic science.....	1,000			
Sewing.....	1,000			
Writing.....	1,400			

¹ \$5 in addition to principal's salary for each room above 8 under principal.

TABLE 12.—Salaries in public kindergartens in cities of more than 10,000 inhabitants—Continued.

Cities.	Directors.		Assistants.	
	Num- ber.	Salary.	Num- ber.	Salary.
<i>Cities having 10,000 and fewer than 25,000 inhabitants—Continued.</i>				
Menominee, Mich.....	3	\$570		
	1	523		
	1	475		
Muskegon, Mich.....	1	900	2	\$700
			2	650
			2	550
			2	400
			1	350
Mankato, Minn.....	1	540	1	495
			1	473
			1	450
Winona, Minn.....	1	645	1	490
	1	640	1	455
	1	625	1	435
			1	335
Reno, Nev.....	1	900	1	700
	1	750		
Keene, N. H.....	1	450		
	1	398		
Portsmouth, N. H.....	1	700	3	650
			1	450
			1	285
Asbury Park, N. J.....	1	800	2	600
	1 ²	750	1	550
	1	650		
Hackensack, N. J.....	2	900		
	1	825		
	1	775		
	3	750		
	1	725		
	2	700		
	1	675		
	2	650		
Kearney, N. J.....	2	900		
	1	750		
	2	500		
Montclair, N. J.....	1	875	1	800
	1	850	1	650
	1	825	1	600
	1	725	3	550
	2	650		
	1	600		
New Brunswick, N. J.....	1	750		
	1	665		
	2	600		
Plainfield, N. J.....	1	900	2	700
	1	750	2	600
			1	450
West New York, N. J.....	1	870		
	2	800		
	1	650		
Johnstown, N. Y.....	1	825		
	1	500		
	2	475		
Lockawanna, N. Y.....	2	440		
	1	400		
Lockport, N. Y.....	4	458		
Olean, N. Y.....	2	600		
	1	550		
	2	500		
	2	475		
Port Chester, N. Y.....	1	1,000	2	900
			2	800
			2	750
Rensselaer, N. Y.....	2	500		
Rome, N. Y.....	3	500		
	1	475		
Asheville, N. C.....	5	390	3	250
			1	225
			1	200
Elyria, Ohio.....	3	600		
	1	550		
	2	500		

¹ 1 colored.² Average.

TABLE 13.—Salary schedules of certain city school systems—Continued.

Position or grade.	Minimum yearly salary.	Yearly increase in salary.	Years required to reach maximum.	Maximum yearly salary.
<i>New London, Conn.—Continued.</i>				
Kindergartens—				
Directors.....	\$500			
Assistants.....	350			
<i>New Milford, Conn.:</i>				
High schools—Teachers.....	550	\$50	5	\$750
Elementary schools—Teachers.....	400	25	7	550
Rural schools—Teachers.....	325	25	6	450
<i>Plainfield, Conn.:</i>				
High schools—Teachers.....	550	50	6	800
Elementary schools—				
Principals.....	480			650
Teachers.....	380		2	418
Rural schools—Teachers.....	322		2	380
<i>Waterbury, Conn.:</i>				
High schools—				
Principals.....	3,000			
Vice principals.....	2,000			
Submaster.....	1,900			
Heads of departments, male.....	1,700			
Heads of departments, female.....	1,300			
Teachers, male.....	750			1,500
Teachers, female.....	700			1,100
Elementary schools—				
Principals (grammar), male.....	1,400	(1)		2,400
Principals (grammar), female.....	1,300	(1)		2,300
Principals (primary).....	900	(1)		1,300
Teachers.....	450			650
Kindergartens—Assistants.....	700			850
<i>Winchester, Conn.:</i>				
Superintendent.....	2,500			
Elementary schools—				
Principals, male.....	1,800			
Principals, female.....	1,200			
Teachers, grades 1-7, inclusive.....	450			650
Teachers, grade 8.....				800
Kindergartens—				
Directors.....	450			650
Assistants.....	250			300
<i>Washington, D. C.:</i>				
Normal schools—Principals.....	2,000	100	6	2,500
High schools—				
Principals (manual training).....	2,000	100	6	2,500
Principals.....	2,000	100	6	2,500
Heads of departments.....	1,900	100	4	2,200
Teachers (manual training), group A.....	1,000	100	9	1,800
Teachers (manual training), group B.....	1,900	100	4	2,200
Teachers.....	1,000	100	9	1,800
Elementary schools—				
Supervising principals.....	2,200	100	6	2,700
Principals (manual training).....	1,000	100	9	1,800
Teachers, grades 1-2.....	600	25	5	700
Teachers, grades 3-4.....	650	25	11	900
Teachers, grades 5-7, inclusive.....	800	30	11	1,100
Teachers, grade 8.....	950	40	11	1,350
Teachers, manual training, class 3.....	650	25	11	900
Teachers, manual training, class 4.....	800	30	11	1,100
Teachers, domestic science, class 3.....	650	25	11	900
Teachers, domestic science, class 4.....	800	30	11	1,100
Teachers, domestic art, class 3.....	650	25	11	900
Teachers, domestic art, class 4.....	800	30	11	1,100
Kindergartens—				
Directors.....	650	25	11	900
Assistants.....	500	25	5	600
Supervisors of—				
Drawing.....	1,500	100	6	2,000
Music.....	1,500	100	6	2,000
Manual training.....	2,200	100	6	2,700
Physical training.....	1,500	100	6	2,000
Domestic science.....	1,500	50	6	1,750
Domestic art.....	1,500	50	6	1,750
Primary instruction.....	1,800	50	6	2,050
Kindergartens.....	1,500	50	6	1,750
Assistant supervisors of—				
Drawing.....	1,300	50	6	1,550
Music.....	1,300	50	6	1,550
Physical training.....	1,300	50	6	1,550
Domestic science.....	1,300	50	6	1,550

1 Promotions based on number of rooms in building.

TABLE 13.—Salary schedules of certain city school systems—Continued.

Position or grade.	Minimum yearly salary.	Yearly increase in salary.	Years required to reach maximum.	Maximum yearly salary.
<i>Washington, D. C.—Continued.</i>				
Assistant supervisors of—Continued.				
Domestic art.....	\$1,300	\$50	6	\$1,550
Primary instruction.....	1,400	50	6	1,650
Kindergartens.....	1,300	50	6	1,560
<i>Tampa, Fla.:</i>				
High schools—				
Teachers, male.....	\$ 94		10	\$ 156
Teachers, female.....	1 75		10	1 125
Elementary schools—				
Teachers, male.....	\$ 75		20	\$ 112
Teachers, female.....	1 60		20	1 90
<i>Americus, Ga.:</i>				
Elementary schools—Teachers.....	450	45	4	585
<i>Atlanta, Ga.:</i>				
High schools—				
Principals.....	2,430			
Heads of departments, male.....	1,580			
Heads of departments, female.....	1,200	50	7	1,500
Teachers, male.....	1,470	105	5	1,890
Teachers, female.....	900	50	7	1,200
Elementary schools—				
Principals, 8 rooms.....	1,066		10	1,300
Principals, more than 8 rooms.....	\$ 25			
Assistant principals.....	666		7	825
Teachers.....	550		11	738
Negro schools—				
Principals, 8 rooms.....	666		10	738
Principals, more than 8 rooms.....	\$ 25			
Assistant principals.....	500			
Teachers.....	310		11	439
<i>Augusta, Ga.:</i>				
Elementary schools—				
Principals.....	840	60	2	900
Teachers.....	480	30	9	720
Assistants.....	\$ 360	30	8	540
Kindergartens—Directors.....	\$ 360	30	8	540
<i>Columbus, Ga.:</i>				
Superintendent.....	2,750			
High schools—				
Principals.....	1,200	100	5	1,600
Teachers, male.....	1,000	100	3	1,200
Teachers, female.....	700	50	7	1,000
Elementary schools—				
Principals, 1-5 rooms, inclusive.....	800	50	3	1,000
Principals, 6-7 rooms, inclusive.....	1,000	50	5	1,200
Principals, 8-11 rooms, inclusive.....	1,200	50	5	1,400
Principals, 12 or more rooms.....	1,300	50	5	1,500
Teachers.....	400	50	5	600
Secondary industrial schools—				
Principals.....	1,500	100	4	1,800
Teachers, male.....	1,200	100	3	1,400
Teachers, female.....	800	100	3	1,000
Primary industrial schools—				
Principals.....	800	50	3	900
Teachers.....	400	50	5	600
Kindergartens—Directors.....	400	50	3	500
Supervisors of—				
Drawing.....	1,000	100	3	1,200
Music.....	600	50	3	700
Domestic science.....	600	50	3	700
<i>Savannah, Ga.:</i>				
High schools—				
Principals.....	2,750			
Heads of departments.....	2,000			
Teachers, male.....	1,500			1,800
Teachers, female.....	1,200			
Elementary schools—				
Teacher, grade 8 (principal), white.....	2,000			
Teacher, grade 7, white.....	765			
Teacher, grade 6, white.....	720			
Teacher, grade 5, white.....	675			
Teacher, grade 4, white.....	630			
Teacher, grade 3, white.....	585			
Teacher, grade 2, white.....	540			
Teacher, grade 1, white.....	495			

1 Per month.

2 \$25 in addition to former salary for every room over 8 under principal.

3 Amount paid second year; first year only paid small salaries recommended by trustees.

TABLE 13.—Salary schedules of certain city school systems—Continued.

Position or grade.	Minimum yearly salary.	Yearly increase in salary.	Years required to reach maximum.	Maximum yearly salary.
<i>Savannah, Ga.—Continued.</i>				
Elementary schools—Continued.				
Assistants, white.....	\$360		3	\$450
Teacher, grade 8 (principal), colored.....	1,200			
Teacher, grade 7, colored.....	495			
Teacher, grades 6-8, inclusive, colored.....	450			
Teacher, grades 1-4, inclusive, colored.....	405			
Assistants, colored.....	250		3	350
<i>Boise, Idaho:</i>				
High schools—Teachers.....	1,100			
Elementary schools—Teachers.....	780	\$60	4	960
<i>Alton, Ill.:</i>				
High schools—				
Teachers, male.....	700		5	1,000
Teachers, female.....	600		5	900
Elementary schools—				
Principals.....	1 50			
Teachers, grades 1-7, inclusive.....	400	50	5	600
Teachers, grade 8.....	500	50	5	700
Supervisors of drawing.....	550		7	800
Supervisors of music.....	550		7	900
<i>Aurora, Ill. (west side):</i>				
Elementary schools—Teachers.....	400	(*)		900
<i>Aurora, Ill. (east side):</i>				
Elementary schools—Teachers.....	400	50	10	850
<i>Berwyn, Ill.:</i>				
Elementary schools—				
Principals, 8 rooms.....	800	(*)	4	900
Teachers.....	600	(*)	7	800
Kindergartens—				
Directors.....	500			
Assistants.....	300		2	350
<i>Champaign, Ill.:</i>				
Elementary schools—				
Principals, 8 rooms.....	4 80			
Principals, 4 rooms.....	4 75			
Teachers.....	4 55		6	1 70
<i>Chicago, Ill.:</i>				
Superintendent.....	10,000			
First assistant superintendent.....	6,000			
Assistant superintendents.....	4,000			
District superintendents.....	3,500			5,000
High schools—				
Principals (lower group).....	3,000	100	6	3,500
Principals (upper group).....	3,600	100	5	4,000
Teachers (lower group).....	1,000	100	7	1,600
Teachers (upper group).....	1,700	100	10	2,600
Teachers (lower group), limited certificate as drawing, French, German, commercial subjects, manual training, or domestic art.....	1,000	50	7	1,300
Teachers (upper group) limited certificate as music, art, physical training, or manual training.....	1,400	100	9	2,300
Teachers, limited certificates of modern languages, commercial subjects, or household art.....	1,350	50	8	1,700
Elementary schools—				
Principals (lower group).....	1,800	100	9	2,600
Principals (upper group).....	2,700	100	9	3,500
Teachers, primary.....	650	50		1,175
Teachers, grammar.....	650	50	12	1,300
Teachers, grade 8.....	975			1,225
Teachers, drawing and singing.....	1,500	100	8	2,300
Teachers, household art (lower group).....	850	{ 50 } 75		1,075
Teachers, household art (upper group).....	1,150	{ 75 } 75	3	1,300
Teachers, manual training (lower group).....	850	{ 75 } 100		1,100
Teachers, manual training (upper group).....	1,200	100	4	1,500
Teachers, speech defects.....	650	50	12	1,200
Kindergartens—Directors.....	650	50		1,175
Supervisors of—				
Music.....	2,200			
Manual training.....	4,000			
Physical training.....	4,000			
Household art.....	3,500			
German.....	2,500			
Schools for blind.....	2,000			

* In addition to scheduled salary for each room under supervision.

† Increased \$50 each year until \$600 is reached; \$25 thereafter until maximum.

‡ \$50 for 2 years; \$25 thereafter until maximum is reached.

§ Per month.

TABLE 13.—Salary schedules of certain city school systems—Continued.

Position or grade.	Minimum yearly salary.	Yearly increase in salary.	Years required to reach maximum.	Maximum yearly salary.
<i>Long Beach, Cal.—Continued.</i>				
Grammar schools—Continued.				
Principals, 13 or more rooms.....	\$1,600	\$100	3	\$1,800
Vice principals.....	1,200	100	3	1,400
Teachers.....	750	75	5	1,050
Kindergartens—				
Directors.....	750	50	3	850
Assistants.....	550	50	2	600
Supervisors.....	1,400	100	2	1,500
Special teachers of domestic science.....	900	100	4	1,200
Special teachers of manual training.....	900	100	4	1,200
<i>Los Angeles, Cal.:</i>				
High schools—				
Principals.....	3,000			3,600
Vice principals.....	2,400			
Heads of departments.....	1,800	60	7	2,100
Subheads of departments.....	1,550	60	5	1,800
Teachers.....	1,200	60	7	1,550
Intermediate schools—				
Principals.....	3,000			
Vice principals.....	1,920			
Teachers.....	1,200	60	7	1,550
Elementary schools—				
Principals, 1 room.....	1,200			
Principals, 2-5 rooms, inclusive.....	1,250		5	1,320
Principals, 6-10 rooms, inclusive.....	1,350	60	5	1,620
Principals, 11-17 rooms, inclusive.....	1,650	60	6	1,950
Principals, 18 or more rooms.....	2,100	60	6	2,400
Teachers, primary and grammar.....	1,200	60	7	1,550
Special teachers.....	1,200	60	5	1,440
Kindergartens—				
Directors.....	720	48	6	960
Assistants.....	600	48	6	840
Supervisors of—				
Drawing.....	2,700			
Music.....	2,400			
Orchestra.....	2,100			
Manual training.....	2,400			
Physical training.....	2,700			
Domestic science.....	2,400			
Kindergartens.....	2,400			
First and second grade manual work.....	2,400			
School gardening.....	2,700			
Assistant supervisors.....	1,680			
<i>Pasadena, Cal.:</i>				
High schools—Teachers.....	1,100	100	5	1,500
Elementary schools—Teachers.....	800	50	7	1,100
Kindergartens—				
Directors.....	780	60	2	840
Assistants.....	660	60	2	720
<i>Redlands, Cal.:</i>				
High schools—Teachers.....	1,100	100	7	1,700
Elementary schools—Teachers.....	630	(1)	7	960
<i>Sacramento, Cal.:</i>				
High schools—Teachers.....	1,200	60	9	1,680
Elementary schools—				
Teachers, grades 2-5, inclusive.....	840		5	1,080
Teachers, grades 1, 6, 7, and 8.....	900		5	1,200
Kindergartens—				
Directors.....	840			
Assistants.....	660			
<i>San Francisco, Cal.:</i>				
Superintendent.....	3,000			
High schools—				
Principal (polytechnic).....	3,000			
Principals, less than 400 pupils.....	2,700			
Principals, 400-700 pupils.....	3,000			
Principals, more than 700 pupils.....	3,300			
Vice principals.....	2,160			
Heads of departments.....	2,040			
Teachers (polytechnic).....	1,500			
Teachers.....	1,500			1,680
Teachers, sewing.....	960		6	1,224
Teachers, commercial subjects.....	1,500			1,620
Elementary schools—				
Principals (grammar), class 1.....	2,460			
Principals (grammar), class 2.....	2,240			
Principals (grammar), class 3.....	2,160			

¹ Increased \$45 for first 6 years, then \$60 to maximum.

TABLE 13.—Salary schedules of certain city school systems—Continued.

Position or grade.	Minimum yearly salary.	Yearly increase in salary.	Years required to reach maximum.	Maximum yearly salary.
<i>Covington, Ky.:</i>				
High schools—				
Principals.....	\$2,800			
Teachers, male.....	1,000	\$50	9	\$1,400
Teachers, female.....	800	50	11	1,300
Elementary schools—				
Principals.....	1,000	50	11	1,500
Teachers.....	800	50	11	1,00
Kindergartens—				
Directors.....	450	50	12	1,000
Assistants.....	450	50	10	900
Special teachers of drawing, music, writing, and physical training.....	700	50	7	1,000
Special teachers of manual training.....	900	50	11	1,400
Special teachers of domestic science.....	700	50	7	1,000
<i>Dayton, Ky.:</i>				
High schools—				
Principals.....	1,000	50	2	1,050
Teachers.....	500	50	6	750
Elementary schools—				
Principals.....	600	25	7	750
Teachers.....	350	25	11	600
<i>Newport, Ky.:</i>				
High schools—Teachers.....	850	50	4	1,000
Elementary schools—Teachers.....	375	50		750
<i>Portland, Me.:</i>				
High schools—				
Heads of departments, male.....	1,500		7	1,700
Heads of departments, female.....	800		7	1,000
Teachers, male.....	1,300		7	1,500
Teachers, female.....	700		7	900
Elementary schools—				
Teachers, grades 1-5, inclusive.....	450			600
Teachers, grades 5-7, inclusive.....	475			625
Teachers, grades 8-9.....	475			650
Kindergartens—				
Teachers, one session.....	400			400
Teachers, two sessions.....	450			600
<i>Rockland, Me.:</i>				
High schools—				
Principals.....	1,400			1,600
Vice principals.....	800			
Teachers, male.....	700			800
Teachers, female.....	500			600
Elementary schools—				
Teachers, primary.....	350			450
Teachers, intermediate.....	375			475
Teachers, grammar.....	400			500
Special teachers of drawing.....	700			
Special teachers of music.....	500			600
Special teachers of manual training.....	900			1,200
Special teachers of domestic science.....	450			650
<i>Brockton, Mass.:</i>				
High schools—				
Heads of departments, male.....		100		2,000
Heads of departments, female.....	1,100			
Teachers, male.....		100		1,500
Teachers, female.....	700			1,000
Elementary schools—				
District principals.....	2,000			
Principals of 9-grade building.....	1,000			
Teachers.....	550	50	5	750
<i>Cambridge, Mass.:</i>				
Superintendent.....	5,000			
Assistant superintendent.....	2,250			
High and Latin schools—				
Head masters.....	3,000			
Master's assistants.....	1,350			
Teachers, male.....	900			1,500
Teachers, female.....	750			950
Grammar schools—				
Masters.....	1,700	200	4	2,300
Submasters.....	1,200	100	4	1,500
Master's assistants.....	780	60	3	900
Teachers, 8.....	684	60	3	804
Teachers.....	510	60	5	750
Assistants.....	510	60		672

TABLE 13.—Salary schedules of certain city school systems—Continued.

Position or grade.	Minimum yearly salary.	Yearly increase in salary.	Years required to reach maximum.	Maximum yearly salary.
<i>Cambridge, Mass.—Continued.</i>				
Primary schools—				
Principals, less than 9 rooms.....	\$660	\$60	3	\$780
Principals, more than 9 rooms.....	820	60	4	1,000
Teachers.....	510	60	5	750
Assistants.....	510	60	.....	672
Kindergartens—				
Directors.....	510	60	5	750
Assistants.....	510	60	.....	672
Wellington training school—				
Masters.....	2,800	.....	.....	.....
Master's assistants.....	900	.....	.....	.....
Supervisors.....	1,000	.....	.....	.....
Supervisors of drawing.....	2,000	.....	.....	.....
Supervisors of music.....	2,000	.....	.....	.....
Supervisors of sewing.....	750	.....	.....	.....
Supervisors of primary and kindergartens.....	1,350	.....	.....	.....
Special teachers of drawing.....	850	.....	.....	.....
Special teachers of music.....	850	.....	.....	.....
Special teachers of manual training.....	800	.....	.....	1,000
Special teachers of sewing.....	720	.....	.....	.....
<i>Boston, Mass.:</i>				
High schools—				
Principals.....	3,204	144	7	4,068
Vice principals.....	1,620	72	.....	1,980
Masters, heads of departments.....	2,340	144	7	3,204
Masters, junior.....	1,476	144	9	2,628
First assistants.....	1,620	72	.....	1,980
Assistants.....	972	72	12	1,764
Special assistants.....	600	72	.....	960
Teachers, drawing.....	2,508	.....	.....	.....
Teachers, manual arts.....	1,476	144	9	2,340
Teachers, mechanical department.....	1,188	72	7	1,620
Teachers, industrial department.....	1,020	72	6	1,380
Teachers, commercial subjects.....	1,476	144	9	2,340
Assistants, mechanical department.....	972	72	7	1,204
Assistants, industrial department.....	600	72	6	960
Assistants, vocational subjects.....	1,020	72	6	1,380
Assistants, commercial subjects.....	972	72	7	1,404
Assistants, chemistry.....	.....	.....	.....	1,116
Elementary schools—				
Masters.....	2,580	120	8	3,420
Submasters.....	1,500	120	8	2,340
Master's assistants.....	1,212	48	7	1,500
First assistants (grammar).....	1,212	48	5	1,404
First assistants (primary).....	1,176	.....	.....	.....
Assistants (in charge).....	1,212	48	7	1,500
Assistants.....	600	48	13	1,176
Assistants (boy's classes).....	600	48	14	1,224
Teachers, manual arts.....	1,128	72	4	1,344
Teachers, pre-vocational.....	1,332	48	5	1,624
Assistants, manual arts.....	852	48	9	1,236
Kindergartens—				
Directors.....	672	24	.....	1,032
Assistants.....	480	48	9	864
Supervisors of—				
Music.....	3,060	120	4	3,420
Manual arts.....	3,060	120	4	3,420
Physical training.....	2,100	120	6	2,700
Household science.....	3,060	120	4	3,420
Practice and training.....	2,580	120	11	3,780
Kindergartens.....	1,500	120	5	1,980
Assistant supervisors of—				
Music.....	1,500	120	6	2,100
Manual art.....	2,340	120	7	3,060
Physical training.....	1,800	120	7	2,400
Household science.....	1,500	120	.....	2,652
Teachers, cooking.....	600	48	13	1,176
Teachers, sewing.....	600	48	13	1,176
Teachers, manual arts.....	1,500	120	8	2,340
Teachers, physical training.....	1,188	72	9	1,764
<i>Danvers, Mass.:</i>				
High schools—				
Teachers, male.....	700	.....	.....	2,000
Teachers, female.....	400	.....	.....	1,000
Elementary schools—teachers.....	400	.....	.....	600

TABLE 13.—Salary schedules of certain city school systems—Continued.

Position or grade.	Minimum yearly salary.	Yearly increase in salary.	Years required to reach maximum.	Maximum yearly salary.
<i>Everett, Mass.:</i>				
High schools—				
Principals.....	\$2,600	.....	.....	.....
Teachers.....	500	250	9	800
Elementary schools—				
Principals, male (grammar).....	1,300	.....	.....	1,600
Principals, female (grammar).....	900	.....	.....	1,000
Teachers.....	450	25	11	700
<i>Fall River, Mass.:</i>				
Normal schools—				
Principals.....	1,800	.....	.....	.....
Vice principals.....	1,200	.....	.....	.....
Teachers.....	1,000	.....	.....	.....
Assistants.....	700	.....	.....	820
High schools—				
Principals.....	3,000	.....	.....	.....
Vice principals.....	2,000	.....	.....	.....
Teachers, male.....	800	.....	.....	1,800
Teachers, female.....	800	.....	.....	1,200
Grammar schools—				
Principals.....	700	.....	.....	2,000
Vice principals.....	800	.....	.....	.....
Teachers, grades 6-7.....	700	.....	.....	.....
Primary schools—				
Principals, 2 rooms.....	740	.....	.....	.....
Principals, 4 rooms.....	800	.....	.....	.....
Principals, 6 rooms.....	880	.....	.....	.....
Principals, 8 rooms.....	1,000	.....	.....	.....
Teachers, grades 1-5.....	700	.....	.....	.....
Assistants.....	500	.....	.....	.....
Kindergartens—				
Principals.....	700	.....	.....	.....
Assistants.....	620	.....	.....	.....
Supervisors of drawing.....	1,700	.....	.....	.....
Supervisors of music.....	1,700	.....	.....	.....
Supervisors of sewing.....	1,000	.....	.....	.....
Supervisors of reading.....	1,200	.....	.....	.....
Special teachers of sewing.....	700	.....	.....	.....
Special teachers of cooking.....	700	.....	.....	.....
<i>Great Barrington, Mass.:</i>				
Superintendent.....	1,700	50	5	1,800
High schools—				
Principals.....	1,700	.....	.....	.....
Teachers, male.....	800	50	3	900
Teachers, female.....	550	50	5	750
Elementary schools—				
Principals.....	600	50	5	800
Teachers.....	418	38	4	532
<i>Holyoke, Mass.:</i>				
High schools—				
Heads of departments.....	1,400	100	5	1,800
Teachers, male.....	800	100	8	1,500
Teachers, female.....	700	50	7	1,000
Elementary schools—				
Principals, 1-2 rooms (primary).....	750	25	3	800
Principals, 3-4 rooms (primary).....	800	25	3	850
Principals, 4 or more rooms (primary).....	850	50	4	1,000
Principals, 8 or less rooms (grammar).....	1,000	.....	8	1,500
Principals, 8 or more rooms (grammar).....	1,200	100	9	2,000
Teachers, grades 1-6.....	450	.....	7	700
Teachers, grade 7.....	475	.....	7	725
Teachers, grade 8.....	500	.....	7	750
Teachers, grade 9.....	550	.....	7	800
Kindergartens—				
Directors.....	450	.....	6	650
Assistants.....	400	.....	5	550
<i>Lawrence, Mass.:</i>				
High schools—				
Head masters.....	3,000	.....	.....	.....
Submasters.....	1,400	.....	.....	2,200
Masters.....	700	.....	.....	1,800
Assistants.....	600	.....	.....	1,000
Grammar schools—				
Masters.....	1,400	.....	.....	2,200
Masters' assistants.....	800	.....	.....	.....
Teachers.....	450	.....	8	750
Principals, 4-5 rooms.....	800	.....	.....	.....
Principals, 6-7 rooms.....	825	.....	.....	.....
Principals, 8-9 rooms.....	850	.....	.....	.....

TABLE 13.—*Salary schedules of certain city school systems—Continued.*

Position or grade.	Minimum yearly salary.	Yearly increase in salary.	Years required to reach maximum.	Maximum yearly salary.
<i>Lawrence, Mass.—Continued.</i>				
Grammar schools—Continued.				
Principals, 10-11 rooms.....	\$875			
Principals, 12 or more rooms.....	900			
Special teachers of drawing, male.....	1,200			\$1,700
Special teachers of drawing, female.....	600			1,000
Special teachers of music, male.....	1,200			1,700
Special teachers of music, female.....	600			1,000
<i>Leach, Mass.:</i>				
High schools—				
Head masters.....	3,000			
Teachers, male.....	800			2,000
Teachers, female.....	650		3	1,000
Grammar schools—				
Masters.....	1,300	\$100	8	2,000
Teachers.....	650	(¹)	10	700
Teachers, drawing.....	750			
Teachers, music.....	800			1,250
Teachers, manual training.....	900			
Teachers, sewing.....	900			
Primary schools—				
Principals, 2 or more rooms.....	675	(¹)	10	725
Principals, 3 or more rooms.....	700	(¹)	10	750
Teachers.....	650	(¹)	10	700
Kindergartens—				
Directors.....	550			
Assistants.....	500			
<i>Medford, Mass.:</i>				
High schools—				
Principals.....	2,500			
Heads of departments, male.....	1,200	50	7	1,500
Heads of departments, female.....	900	50	3	1,000
Teachers, male.....	800	50	9	1,200
Teachers, female.....	600	50	6	850
Elementary schools—				
Principals, 4 rooms, female.....	750			
Principals, 8 rooms, female.....	1,200			
Principals, 9-12 rooms, male.....	1,500			
Vice principals.....	750			
Teachers.....	500	50	5	700
<i>Newton, Mass.:</i>				
High schools—teachers.....	1,000			
Elementary schools—				
Principals.....	2,000			
Vice principals.....	750			800
Teachers.....	750			
Kindergartens—directors.....	625			675
<i>Palmer, Mass.:</i>				
High schools—				
Principals.....	1,400	100	4	1,700
Teachers.....	600	50	4	750
Elementary schools—				
Principals.....	500	50	4	650
Teachers.....	380	38	4	494
<i>Pittsfield, Mass.:</i>				
Superintendent.....	3,000			
High schools—				
Principals.....	2,500			
Teachers, male.....	800			1,400
Teachers, female.....	640			1,000
Elementary schools—				
Principals, male.....	1,100			1,600
Principals, female.....	880			1,400
Teachers.....	400	40	11	800
<i>Salem, Mass.:</i>				
Superintendent.....	2,500			
High schools—				
Principals.....	2,700			
Heads of departments, male.....	1,300	75	5	1,600
Heads of departments, female.....	800	50	7	1,100
Teachers, male.....	800	50	5	1,000
Teachers, female.....	600	50	5	800
Elementary schools—				
Principals.....	1,800	50	5	2,000
Teachers, grades 2-4.....	500	50	3	600
Teachers, grades 1, 5, 6, 7, 8, and 9.....	550	50	3	650
Kindergartens—				
Directors.....	550			
Assistants.....	300			

¹ Increase of \$50 after 10 years' service.

TABLE 13.—Salary schedules of certain city school systems—Continued.

Position or grade.	Minimum yearly salary.	Yearly increase in salary.	Years required to reach maximum.	Maximum yearly salary.
<i>Savannah, Ga.—Continued.</i>				
Elementary schools—Continued.				
Assistants, white.....	\$360		3	\$450
Teacher, grade 8 (principal), colored.....	1,200			
Teacher, grade 7, colored.....	495			
Teacher, grades 5-6, inclusive, colored.....	450			
Teacher, grades 1-4, inclusive, colored.....	405			
Assistants, colored.....	250		3	390
<i>Boise, Idaho:</i>				
High schools—Teachers.....	1,100			
Elementary schools—Teachers.....	780	\$90	4	960
<i>Alton, Ill.:</i>				
High schools—				
Teachers, male.....	700		5	1,000
Teachers, female.....	600		5	900
Elementary schools—				
Principals.....	1 50			
Teachers, grades 1-7, inclusive.....	400	50	5	600
Teachers, grade 8.....	500	50		700
Supervisors of drawing.....	550		7	900
Supervisors of music.....	550		7	900
<i>Aurora, Ill. (west side):</i>				
Elementary schools—Teachers.....	400	(*)		900
<i>Aurora, Ill. (east side):</i>				
Elementary schools—Teachers.....	400	50	10	850
<i>Berwyn, Ill.:</i>				
Elementary schools—				
Principals, 8 rooms.....	800	(*)	4	900
Teachers.....	600	(*)	7	800
Kindergartens—				
Directors.....	500			
Assistants.....	300		2	350
<i>Champaign, Ill.:</i>				
Elementary schools—				
Principals, 8 rooms.....	4 80			
Principals, 4 rooms.....	4 75			
Teachers.....	4 55		6	1 70
<i>Chicago, Ill.:</i>				
Superintendent.....	10,000			
First assistant superintendent.....	6,000			
Assistant superintendents.....	4,000			
District superintendents.....	3,500			5,000
High schools—				
Principals (lower group).....	3,000	100	6	3,500
Principals (upper group).....	3,800	100	5	4,000
Teachers (lower group).....	1,000	100	7	1,600
Teachers (upper group).....	1,700	100	10	2,600
Teachers (lower group), limited certificate as drawing, French, German, commercial sub- jects, manual training, or domestic art.....	1,000	50	7	1,300
Teachers (upper group) limited certificate as music, art, physical training, or manual train- ing.....	1,400	100	9	2,200
Teachers, limited certificates of modern lan- guages, commercial subjects, or household art.....	1,350	50	8	1,700
Elementary schools—				
Principals (lower group).....	1,800	100	9	2,600
Principals (upper group).....	2,700	100	9	3,500
Teachers, primary.....	650	50		1,175
Teachers, grammar.....	650	50	12	1,200
Teachers, grade 8.....	975			1,225
Teachers, drawing and singing.....	1,500	100	8	2,200
Teachers, household art (lower group).....	850	50		1,075
Teachers, household art (upper group).....	1,150	75	3	1,300
Teachers, manual training (lower group).....	850	75		1,100
Teachers, manual training (upper group).....	1,200	100	4	1,500
Teachers, speech defects.....	650	50	12	1,200
Kindergartens—Directors.....	650	50		1,175
Supervisors of—				
Music.....	2,200			
Manual training.....	4,000			
Physical training.....	4,000			
Household art.....	3,500			
German.....	2,500			
Schools for blind.....	2,000			

* In addition to scheduled salary for each room under supervision.

* Increased \$50 each year until \$900 is reached; \$25 thereafter until maximum.

* \$50 for 2 years; \$25 thereafter until maximum is reached.

* Per month.

TABLE 13.—Salary schedules of certain city school systems—Continued.

Position or grade.	Minimum yearly salary.	Yearly increase in salary.	Years required to reach maximum.	Maximum yearly salary.
<i>East St. Louis, Ill.:</i>				
High schools—				
Teachers, male.....	\$1,000		10	\$1,600
Teachers, female.....	750		10	1,200
Elementary schools—Teachers.....	450		10	800
<i>Joliet, Ill.:</i>				
Elementary schools—Teachers.....	400	\$50	9	800
<i>Ottawa, Ill.:</i>				
Superintendent.....	2,200			
Elementary schools—Teachers.....	550	50	3	650
<i>East Chicago, Ind.:</i>				
High schools—Teachers.....	850			1,200
Elementary schools—Teachers.....	650			850
Supervisors of—				
Drawing.....	850			1,100
Music.....	850			1,100
Manual training.....	1,100			1,500
Domestic science.....	850			1,100
<i>Goshen, Ind.:</i>				
High schools—				
Principals.....	1,100		3	1,400
Vice principals.....	900		2	1,000
Heads of departments.....	1 85		3	1 100
Teachers.....	1 75		2	1 85
<i>Huntington, Ind.:</i>				
Superintendent.....	1,900			
High schools—				
Principals.....	1,385			
Vice principals.....	1,035			
Heads of departments.....	900			
Teachers.....	810			
Elementary schools—				
Principals.....	720			855
Teachers.....	607.50			652.50
Teachers of beginners.....	675			
Kindergartens—				
Directors.....	630			
Assistants.....	270			
Supervisors of drawing.....	810			
Supervisor of manual training.....	1,200			
Supervisors of household economy.....	855			
Special teachers of drawing.....	675			
Special teachers of manual training.....	765			
Special teachers of household economy.....	765			
<i>Indianapolis, Ind.:</i>				
Elementary schools—				
Supervising principals.....	1,000			1,800
Principals of buildings.....	900			1,050
Principals of buildings teaching seventh or eighth grade.....	1,100			1,450
Teachers.....	500		9	925
Teachers, industrial training.....	750		6	1,000
Teachers, industrial training in industrial centers.....	800	100	3	1,000
Teachers, German.....	500			900
Supervisors of practice (normal).....	950		7	1,300
Assistant supervisors of drawing.....	1,500			
Teachers, music and drawing.....	900	100	4	1,200
Teachers, industrial training department.....	900	100	4	1,200
Teachers in industrial centers.....	1,200			1,350
<i>Topeka, Kans.:</i>				
Elementary schools—Teachers.....	405			630
<i>Topeka, Kans.:</i>				
High schools—				
Principals.....	2,000			
Vice principals, male.....	1,400			
Vice principals, female.....	1,300			
Teachers.....	675		9	1,200
Elementary schools—				
Principals, less than 4 rooms.....	(*)			
Principals, 4 rooms.....	850		5	1,100
Principals, 5-7 rooms, inclusive.....	900		6	1,200
Principals, 8 or more rooms.....	1,000		6	1,400
Teachers.....	360	45	12	855

* Per month.

* \$5 more than entitled to as teacher, and \$5 per month more for each teacher employed besides the principal.

TABLE 13.—Salary schedules of certain city school systems—Continued.

Position or grade.	Minimum yearly salary.	Yearly increase in salary.	Years required to reach maximum.	Maximum yearly salary.
<i>St. Louis, Mo.—Continued.</i>				
Supervisors of—Continued.				
Physical training.....	\$2,500			
Primary instruction.....	1,400		7	\$2,000
Kindergartens.....	2,150		7	3,000
Special teachers of drawing.....	1,100	\$100	5	1,500
Special teachers of music.....	1,100	100	5	1,500
Special teachers of manual training.....	920		6	1,400
Special teachers of manual arts.....	920		6	1,400
Special teachers of domestic science.....	920		4	1,120
<i>Lincoln, Nebr.:</i>				
High schools—Teachers.....	675	45		900
Elementary schools—				
Principals (primary).....	720	45		900
Principals (intermediate).....	785	45		945
Principals, class A (grammar).....	910	45		1,340
Principals, class B (grammar).....	860	45		1,340
Principals, class C (grammar).....	810	45		1,190
Teachers.....	495	45		765
Assistants.....	315	45		450
Kindergartens—Assistants.....	315	45		450
<i>Reno, Nev.:</i>				
High schools—Teachers.....	900			1,500
Elementary schools—				
Principals.....	1,400			
Teachers.....	750	50	4	900
Kindergartens—Directors.....	750			900
Supervisors of drawing.....	1,000			
Supervisors of music.....	1,000			
Teachers, ungraded or special room.....	1,000			
<i>Keene, N. H.:</i>				
High schools—				
Principals.....	1,700			2,200
Teachers, male.....	800			1,200
Teachers, female.....	500			700
Elementary schools—				
Principals, male.....	800			1,200
Principals, female.....	700			800
<i>Manchester, N. H.:</i>				
Elementary schools—				
Masters (grammar).....	1,800			
Assistants (grammar).....	650			
First assistants (grammar).....	675			
Teachers.....	400	50	6	650
<i>Bayonne, N. J.:</i>				
High schools—				
Principals.....	1,900	150		3,000
Teachers, male.....	1,000	100	9	1,800
Teachers, female.....	700	60	11	1,300
Elementary schools—				
Principals.....	1,700	100	8	2,400
Vice principals.....	900	60	6	1,200
Teachers, male (grammar).....	700	50	13	1,300
Teachers, female (grammar).....	600	40	11	1,000
Teachers (primary).....	600	40		950
Special teachers (male).....	900	60	11	1,500
Special teachers (female).....	600	40		950
<i>Hackensack, N. J.:</i>				
High schools—				
Teachers, male.....	900	50	13	1,500
Teachers, female.....	800	50	9	1,200
Elementary schools—Teachers.....	600	50	9	1,000
Kindergartens—				
Directors.....	700	50	5	900
Assistants.....	500	50	7	800
<i>Hoboken, N. J.:</i>				
High schools—				
Principals.....	2,300	100	13	3,500
Vice principals.....	1,500	100	11	2,600
Teachers, male.....	1,500	100	8	2,200
Teachers, female.....	1,300	100	6	1,800
Special substitutes.....	1,000		6	1,200
Elementary schools—				
Principals (grammar).....	2,000		9	2,750
Principals (primary).....	2,000		9	2,750
Vice principals (grammar).....	1,200	100	4	1,500
Vice principals (primary).....	900	100	5	1,300
Second vice principals (grammar).....	900	100	5	1,300
Teachers.....	600		14	1,200

TABLE 13.—Salary schedules of certain city school systems—Continued.

Position or grade.	Minimum yearly salary.	Yearly increase in salary.	Years required to reach maximum.	Maximum yearly salary.
Kearny, N. J.:				
Superintendent.....	\$2,300		10	\$3,500
High schools—				
Principals.....	1,500	\$100	11	2,500
Heads of departments.....	1,000	100	9	1,800
Teachers, male.....	900	75	9	1,500
Teachers, female.....	700	75	9	1,300
Elementary schools—				
Principals, 8-10 rooms, inc.....	1,100	100	4	1,400
Principals, 12 rooms.....	1,200	100	9	2,000
Principals, 16 or more rooms.....	1,300	100	9	2,100
Teachers.....	600		11	1,050
Supervisors of—				
Manual training.....	800	100	10	1,700
Special subjects, male.....	800	100	9	1,600
Special subjects, female.....	700	100	9	1,500
Primary instruction.....	1,400	100	4	1,700
Newark, N. J.:				
Normal and training school—				
Principal.....	3,300	100		3,700
General assistants.....	1,500	100		2,000
Teachers of theory.....	1,200	100		1,800
High schools—				
Principals.....	3,500	100		4,300
Heads of departments, male.....	2,000	100		3,000
Heads of departments, female.....	1,300	100		2,100
Teachers, male.....	1,400	100		2,500
Teachers, female.....	500	100		1,800
Elementary schools—				
Principals, less than 15 classes, male.....	1,800	100		2,500
Principals, more than 14 classes, male.....	2,000	100		3,000
Principals, female.....	1,500	100		2,000
Head assistants.....	880			1,200
Assistants.....	580	50		1,100
Teachers, manual training.....	1,000	100		1,700
Teachers, cooking.....	800	100		1,300
Teachers, physical training, male.....	1,000	100		1,700
Teachers, physical training, female.....	800	100		1,300
Teachers, ungraded schools.....	1,200	100		1,600
Kindergartens—				
Directors.....	580	50		1,100
Assistants.....	580	50		1,050
Patterson, N. J.:				
Normal schools—				
Principal.....	2,700			
Vice principals.....	1,000	100	6	1,500
Teachers.....	1,000	100	3	1,200
High schools—				
Principals.....	3,000			
Teachers, male.....	1,000	100	9	1,800
Teachers, female.....	700		8	1,200
Elementary schools—				
Principals (grammar).....	2,000	100	6	2,500
Principals (primary).....	1,500	100	4	1,800
Heads of departments.....	1,000	100	3	1,200
Teachers.....	475		14	900
Kindergartens—Teachers.....	475		13	850
Manual training schools—Principals.....	1,500	100	4	1,800
Rutherford, N. J.:				
Supervising principals.....	2,000	150		2,550
High schools—				
Principals.....	1,500	100	4	1,800
Teachers.....	800		6	1,200
Elementary schools—				
Principals (grammar).....	800	50	5	1,200
Principals (primary).....	800	50	3	1,000
Teachers (grammar).....	600	50	7	900
Teachers (primary).....	525		6	800
Special teachers of manual training.....	1,000	100	4	1,300
Albuquerque, N. Mex.:				
High schools—				
Principals.....	1,200			1,550
Vice principals.....	1,000			1,250
Teachers.....	800	50	4	950
Elementary schools—				
Principals.....	1,000			1,250
Teachers.....	600	50	10	850

TABLE 13.—Salary schedules of certain city school systems—Continued.

Position or grade.	Minimum yearly salary.	Yearly increase in salary.	Years required to reach maximum.	Maximum yearly salary.
<i>Binghamton, N. Y.</i>				
High schools—				
Teachers, male.....	\$1,000			\$1,400
Teachers, female.....	550			850
Elementary schools—				
Principals, male.....	1,300			1,400
Principals, female.....	800			1,200
Teachers.....	400			600
<i>Elmira, N. Y.</i>				
High schools—				
Teachers, male.....	1,000	\$100		1,450
Teachers, female.....	600	50	5	800
Elementary schools—				
Teachers, grade 1-7, inclusive.....	400	25	9	600
Teachers, grade 8.....	400	25	10	625
<i>New Rochelle, N. Y.</i>				
High schools—Teachers.....	850	100	7	1,450
Elementary schools: Teachers.....	600	50	10	1,050
Kindergartens—				
Directors.....	600	50	9	1,000
Assistants.....	600	50	6	850
<i>New York, N. Y.</i>				
Training schools for teachers—				
Principals, supervisors of 25 classes.....	5,000			
Principals, supervisors of 18 classes.....	2,300	240	6	3,500
First assistants.....	1,780		8	2,250
Assistants.....	1,000		13	2,750
Laboratory and library assistants.....	900	50	11	1,400
Model and critic teachers.....	1,050	80	11	1,850
High schools—				
Principals, less than 25 teachers.....	3,500			
Principals, more than 25 teachers.....	5,000			
First assistants.....	1,680	210	8	3,150
Assistants.....	900		13	2,650
Assistants, junior.....	900	50	7	1,200
Laboratory and library assistants.....	900	50	11	1,400
Elementary schools—				
Principals, 18 or more classes.....	2,300	240	6	3,500
Vice principals (heads of departments).....	2,100	150	3	2,400
Head teachers.....	1,060	120	11	2,260
Teachers, kindergarten and 1-6, inclusive.....	720	60	16	1,500
Teachers, grade 7-8, inclusive.....	860	80	13	1,820
Teachers, languages.....	1,100	100	5	1,500
Teachers, shopwork.....	780		16	1,820
Teachers, drawing, music, and physical training.....	880	60	13	1,600
Truant schools—				
Principals, with board and lodging.....	1,800	100	4	2,100
Principals, without board and lodging.....	2,700	100	4	3,000
Teachers.....	900	75	13	1,800
Schools for the deaf—				
Principals.....	2,300	240	6	3,500
Teachers.....	800	100	8	1,500
Trade schools—				
Principals, male.....	3,500	250	3	4,000
Principals, female.....	3,000	250	5	3,500
Teachers, male.....	1,500	125	9	2,500
Head of trade departments, female.....	1,600	100	5	2,000
Head of vocational department, female.....	1,000	100	6	1,500
Vocational teachers, female.....	900	100	3	1,100
Placement and investigation teachers, female.....	1,100	100	4	1,400
Supervisors of drawing, music, manual training, and physical training.....	3,500	100	6	4,000
Supervisors of cooking and sewing.....	3,000	100	6	3,500
Supervisors of kindergartens.....	3,000	100	6	3,500
Assistant supervisors of drawing, music, manual training, and physical training.....	2,500	100	6	3,000
Assistant supervisors of kindergartens.....	1,500	100	10	2,400
Inspectors of ungraded classes.....	1,800	200	4	2,400
Inspectors of classes for the blind.....	1,800	100	4	2,400
Inspectors of athletics.....	2,000			
Assistant inspectors of athletics.....	1,300			
<i>Niagara Falls, N. Y.</i>				
High schools—Teachers.....	650	25	5	780
Elementary schools—				
Principals, female.....	750	50	5	850
Teachers.....	500	25	5	600
Substitutes.....	400			
Kindergartens—				
Directors.....	500	25	5	600
Assistants.....	350	50	2	400

TABLE 13.—Salary schedules of certain city school systems—Continued.

Position or grade.	Minimum yearly salary.	Yearly increase in salary.	Years required to reach maximum.	Maximum yearly salary.
<i>Watertown, N. Y.:</i>				
High schools—				
Principals.....	\$2,100			
Heads of departments, female.....	750	\$50	6	\$900
Teachers, male.....	900	100	7	1,500
Teachers, female.....	650	50	4	800
Elementary schools—				
Principal (grammar).....	700			
Principals (primary).....	600			
Teachers.....	460	20	3	500
Supervisors of drawing.....	650	50	3	750
Supervisors of music.....	650	50	3	750
Supervisors of manual training and domestic science.....	650	50	3	750
<i>Bismarck, N. Dak.:</i>				
Superintendent.....	1,800	100	3	2,000
High schools—				
Principals.....	1,200	50	4	1,350
Teachers.....	800	50	4	950
Elementary schools—				
Principals.....	825	25	5	900
Teachers, grades 1-7, inclusive.....	650	25	3	700
Teachers, grade 8.....	700	25	5	800
Special teachers of manual training.....	900	50	5	1,100
Special teachers of commercial subjects.....	1,000	50	5	1,200
<i>Cincinnati, Ohio:</i>				
High schools—				
Teachers, male.....	1,500			2,300
Teachers, female.....	1,000			1,800
Assistants, male.....	1,000			1,800
Assistants, female.....	600			1,300
Elementary schools—				
Principals, less than 250 pupils.....	1,200	100	4	1,500
Principals, 250 to 400 pupils.....	1,500	100	3	1,700
Principals, 400 to 600 pupils.....	1,600	100	4	1,900
Principals, over 600 pupils.....	1,900	100	6	2,400
Teachers.....	450	50	12	1,000
Teachers (college graduates).....	600	50	9	1,000
Teachers, drawing.....	650	50	9	1,050
Teachers, music.....	1,300	100	5	1,700
Teachers, manual training.....	900	100	7	1,500
Teachers, domestic science.....	650	50	9	1,050
Teachers, physical training, male.....	900	100	7	1,500
Teachers, physical training, female.....	650	50	9	1,050
Teachers, oral and blind.....	650	50	9	1,050
Teachers, penmanship.....	650	50	9	1,050
Kindergartens—				
Directors.....	500	50	6	750
Assistants.....	500	50	5	500
Supervisors of—				
Drawing.....	2,000	100	5	2,400
Music.....	2,000	100	5	2,400
Manual training.....	1,900	100	6	2,400
Physical training.....	2,000	100	5	2,400
Domestic science.....	1,500	100	4	1,800
German.....	2,100	100	5	2,500
Kindergartens.....	1,500	100	4	1,800
<i>Columbus, Ohio:</i>				
High schools—				
Principals.....	1,600	100		2,250
Heads of departments.....	800	100	9	1,600
Teachers.....	800	100	8	1,500
Elementary schools—				
Principals.....	900	50		1,500
Teachers.....	500	50	9	900
Teachers, manual training.....	750	100		1,300
Teachers, domestic science.....	750	50	6	1,000
Supervisors of—				
Drawing.....	1,500	100	6	2,000
Music.....	1,200	100	6	1,700
Manual training.....	1,800			1,900
Physical training.....	1,000	100	4	1,300
Household economy.....	1,100	100	6	1,600
Assistant supervisors of—				
Drawing.....	900	100	3	1,100
Music.....	900	100	3	1,100
Manual training.....	1,000	50		1,300
Industrial art.....	900	100		1,000
Household economy.....	750	50	6	1,000

TABLE 13.—Salary schedules of certain city school systems—Continued.

Position or grade.	Minimum yearly salary.	Yearly increase in salary.	Years required to reach maximum.	Maximum yearly salary.
<i>Stoughton, Mass.:</i>				
High schools—				
Principals.....	\$1,200			\$1,500
Teachers.....	500			700
Elementary schools—				
Principals.....	627			700
Teachers.....	456			551
<i>Iron Mountain, Mich.:</i>				
High schools—teachers.....	750			850
Elementary schools—				
Teachers, grades 1-4.....	500			600
Teachers, grades 5-6.....	550			650
Teachers, grades 7-8.....	600			700
<i>Muskegon, Mich.:</i>				
High schools—				
Principals.....	2,000	\$100	7	2,600
Teachers.....	600			1,600
Elementary schools—				
Principals.....	750			1,200
Teachers.....	350			700
Manual training schools—				
Principals.....	750			1,200
Teachers.....	350			700
<i>Duluth, Minn.:</i>				
High schools—				
Teachers, male.....	1,000	50	9	1,600
Teachers, female.....	750	50	14	1,400
Elementary schools—teachers.....	500	50	9	900
<i>Minneapolis, Minn.:</i>				
High schools—				
Teachers.....	750			1,500
Room teachers.....	1,600	(1)		1,900
Teachers, science.....				1,700
Teachers, manual training.....				1,600
Teachers, commercial subjects.....				1,700
Elementary schools—				
Principals, 1-4 rooms, inclusive.....	1,100			1,100
Principals, 5-8 rooms, inclusive.....	1,100			1,200
Principals, 9 rooms.....	1,150			1,275
Principals, 10 rooms.....	1,200			1,350
Principals, 11 rooms.....	1,250			1,425
Principals, 12 rooms.....	1,300			1,500
Principals, 13 rooms.....	1,350			1,575
Principals, 14 rooms.....	1,400			1,650
Principals, 15 rooms.....	1,450			1,725
Principals, 16 rooms.....	1,500			1,800
Principals, 17 rooms.....	1,550			1,875
Principals, 18 rooms.....	1,600			1,950
Principals, 19 rooms.....	1,650			2,025
Principals, 20 rooms.....	1,700			2,100
Principals, 21 rooms.....	1,750			2,175
Principals, 22 rooms.....	1,800			2,250
Principals, 23 rooms.....	1,850			2,325
Teachers.....	600			1,000
Teachers, manual training.....				1,300
Teachers, domestic science.....				1,000
<i>St. Paul, Minn.:</i>				
High schools—Teachers.....	850	75	11	1,600
Elementary schools—				
Principals, less than 8 rooms.....	\$ 50			
Principals, 8-11 rooms, inclusive.....	1,100	50	5	1,300
Principals, 12-15 rooms, inclusive.....	1,300	50	5	1,500
Principals, 16 or more rooms.....	1,500	50	5	1,700
Teachers.....	500	50	11	1,000
Kindergartens—				
Directors.....	500	50	11	1,000
Assistants.....	500	50	4	650
Critic teachers.....	500	50	17	1,300
<i>Greenville, Miss.:</i>				
High schools—				
Principals.....	1,000			1,330
Teachers (white).....	750			900
Teachers (colored).....	400			600
Elementary schools—				
Principals (white).....	800	(2)		1,100
Teachers (white).....	600	50	4	750
Principals (colored).....	400	(2)		600
Teachers (colored).....	200	25	9	400

¹ Promoted according to number of pupils in rooms.² In addition to salary as teacher.³ Promoted according to number of rooms under supervision.

TABLE 13.—Salary schedules of certain city school systems—Continued.

Position or grade.	Minimum yearly salary.	Yearly increase in salary.	Years required to reach maximum.	Maximum yearly salary.
<i>St. Joseph, Mo.:</i>				
High schools—Teachers.....	\$720		8	\$1,035
Elementary schools—				
Principals, 1-2 rooms.....	810			
Principals, 3-4 rooms.....	837			
Principals, 5-6 rooms.....	855			
Principals, 7 rooms.....	845			
Principals, 8-9 rooms.....	920			
Principals, 10-11 rooms, inclusive.....	1,035			
Principals, 12-13 rooms.....	1,125			
Principals, 14 rooms.....	1,170			
Principals, 15 rooms.....	1,215			
Principals, 16 rooms.....	1,260			
Teachers.....	450		14	810
<i>St. Louis, Mo.:</i>				
Teacher's college—				
Principals.....	4,500			
Head assistants.....	2,150		7	3,000
First assistants.....	2,000	\$100	3	2,200
Second assistants.....	1,580	100	4	1,880
Third assistants.....	1,440	178	2	1,576
Fourth assistants.....	1,200	100	2	1,300
High schools—				
Principals.....	3,500	100	6	4,000
Vice principals.....	2,150		7	3,000
Head assistants.....	2,000		4	2,180
First assistants.....	1,640		5	2,000
Second assistants.....	1,360		5	1,640
Third assistants.....	1,120	60	5	1,360
Fourth assistants.....	920		5	1,120
Fifth assistants.....	880	40	3	960
Special assistants.....	1,300		5	1,500
Teachers, physical training (boys).....	1,200	100	7	1,800
Teachers, physical training (girls).....	1,100	100	5	1,500
Teachers, physical training (boys and girls).....	1,100	100	5	1,500
Substitutes.....	600		7	1,032
Principals (colored).....	3,000	100	6	3,500
District schools—				
Principals having—				
1 or 2 assistants.....	700		6	1,000
3 or 4 assistants.....	880		7	1,100
5, 6, or 7 assistants.....	1,040		7	1,300
8 or 9 assistants.....	1,100		7	1,500
10 to 13 assistants.....	1,400		7	2,000
14 to 17 assistants.....	1,800		7	2,500
18 or more assistants.....	2,150		7	3,000
Acting principals.....	1,020		4	1,220
Head assistants.....	1,180	60	3	1,300
First assistants.....	920		4	1,120
Second assistants.....	600		7	1,032
Kindergartens—				
Directors, whole day.....	920		4	1,120
Directors, half day.....	700	60	2	760
Assistants, whole day.....	640	60	2	700
Assistants, half day.....	400	40	3	480
Wyman school—				
Head assistants.....	1,280	60	3	1,400
First assistants.....	1,020		4	1,220
Second assistants.....	700		7	1,132
Gallaudet (school for the deaf)—				
Principal.....	1,500			
First assistants.....	1,020		4	1,220
Second assistants.....	700		7	1,132
Special schools for defective children—				
Supervisors.....	1,640			
First assistants.....	1,020		4	1,220
Second assistants.....	700		7	1,132
Industrial schools—				
Principals.....	2,150		7	3,000
First assistants.....	1,020		4	1,220
Second assistants.....	700		7	1,132
Assistants, half day.....	600		7	1,032
Teachers, manual training.....	1,020		6	1,500
Teachers, domestic science.....	1,020		4	1,220
Teachers, kindergarten, whole day.....	1,020		4	1,220
Supervisors of—				
Drawing.....	2,150		7	3,000
Music.....	2,400			
Manual training.....	2,150		7	3,000

TABLE 13.—Salary schedules of certain city school systems—Continued.

Position or grade.	Minimum yearly salary.	Yearly increase in salary.	Years required to reach maximum.	Maximum yearly salary.
<i>Providence, R. I.:</i>				
Superintendent.....	\$5,000			
First assistant superintendent.....	3,000			
Second assistant superintendent.....	1,800			
High schools—				
Principals.....	2,500			\$3,000
Vice principals.....	2,200			
First assistants, male.....	1,900			2,200
First assistants, female.....	1,600			1,800
Second assistants, male.....	1,500			1,800
Second assistants, female.....	1,300			1,500
Third assistants, male.....	1,100			1,400
Third assistants, female.....	1,000			1,200
Fourth assistants, male.....	700			1,000
Fourth assistants, female.....	700			900
Teachers, nonacademic departments.....	1,200			
Teachers, elocution.....	900			
Teachers, junior department.....	900			
Elementary schools—				
Principals, 10 or less rooms.....	1,900			2,200
Principals, 11 or more rooms.....	2,200			2,500
Teachers.....	500			900
Teachers, ungraded rooms.....	800			
Critie teachers (grammar).....	950			1,150
Critie teachers (primary).....	950			1,050
Kindergartens—				
Directors.....	1,200			
Assistants, whole day.....	500			780
Assistants, half day.....	400			575
Schools of individual work—				
Principals, less than 3 rooms.....	850			
Principals, more than 3 rooms.....	1,000			
Teachers.....	600			775
Supervisors of drawing.....	1,800			2,000
Supervisors of music.....	2,100			
Supervisors of physical training.....	1,600			
Supervisors of penmanship.....	1,200			
Special teachers of drawing.....	1,000			
Special teachers of music.....	1,000			
<i>Warwick, R. I.:</i>				
High schools—				
Principals.....	1,600	\$50	5	1,800
Teachers.....	600	50	5	800
Elementary schools—				
Principals, male.....	900	50	5	1,100
Principals, female.....	600	50	5	800
Teachers.....	450	25	5	550
Supervisors.....	600			1,000
<i>Mitchell, S. Dak.:</i>				
Elementary schools—				
Principals.....	650		5	750
Teachers, departmental.....	600		5	700
Teachers, intermediate.....	550		5	650
<i>Stout Falls, S. Dak.:</i>				
High schools—				
Heads of departments.....	1,200			
Teachers.....	900	100	3	1,100
Elementary schools—				
Teachers, grades 1, 8.....	650	50	3	750
Teachers, grades 2-7, inclusive.....	600	50	3	700
Supervisors of—				
Drawing and industrial art.....	1,100			
Music.....	1,000			
Athletics.....	1,500			
Domestic science.....	1,100			
Sewing.....	1,000			
<i>Nashville, Tenn.:</i>				
High school, white—				
Heads of departments.....	1,500	100	3	1,700
First assistants.....	1,300	100	3	1,500
Second assistants.....	1,100	100	3	1,300
Third assistants.....	900	100	3	1,100
Grammar schools, white—				
Principals, under 200 pupils.....	900	50	3	1,000
Principals, 200 to 300 pupils.....	1,000	50	3	1,100
Principals, 300 to 400 pupils.....	1,100	50	3	1,200
Principals, 400 to 500 pupils.....	1,200	50	3	1,300
Principals, 500 to 600 pupils.....	1,300	50	3	1,400
Principals, 600 to 700 pupils.....	1,400	50	3	1,500

TABLE 13.—Salary schedules of certain city school systems—Continued.

Position or grade.	Minimum yearly salary.	Yearly increase in salary.	Years required to reach maximum.	Maximum yearly salary.
<i>Nashville, Tenn.—Continued.</i>				
Grammar schools, white—Continued.				
Principals, 700 to 800 pupils.....	\$1,500	\$50	3	\$1,600
Principals, 800 to 900 pupils.....	1,600	50	3	1,700
Principals, 900 to 1,000 pupils.....	1,700	50	3	1,800
Principals, 1,000 or more pupils.....	1,800	50	3	1,900
Teachers.....	400	50	7	700
Supervisors of music.....	1,700			
Supervisors of drawing and writing.....	1,700			
Supervisors of manual training.....	1,700			
Supervisors of grammar schools.....	2,100			
Supervisors of primary schools.....	1,250			
Assistant supervisors of manual training.....	1,000			1,400
Assistant supervisors of domestic science.....	1,300			
High schools, colored—				
Heads of departments.....	1,200	100	3	1,400
First assistants.....	800	50	3	900
Second assistants.....	700	50	3	800
Third assistants.....	600	50	3	700
Grammar schools, colored—				
Principals, under 100 pupils.....	600		2	800
Principals, 100 to 200 pupils.....	600		2	850
Principals, 200 to 300 pupils.....	700		2	750
Principals, 300 to 400 pupils.....	800		2	850
Principals, 400 to 500 pupils.....	900		2	950
Principals, 500 to 600 pupils.....	950		2	1,000
Principals, 600 to 700 pupils.....	1,000		2	1,050
Principals, 700 to 800 pupils.....	1,050		2	1,100
Principals, 800 to 900 pupils.....	1,100		2	1,150
Principals, 900 or more pupils.....	1,150		2	1,200
Teachers, manual training.....	700		2	900
Teachers, domestic science.....	400			600
Teachers.....	300	50	6	550
Supervisors of grade work, colored.....	1,100			
<i>Bessemer, Tex.</i>				
High schools—Teachers.....	720	45	5	900
Elementary schools—				
Principals.....	810			1,200
Teachers.....	450		7	675
<i>Dallas, Tex.</i>				
Superintendent.....	3,600			
High schools, white—				
Principals.....	1,800			2,400
Heads of departments.....	1,400			1,800
Teachers.....	1,000			1,400
Elementary schools, white—				
Principals, 2-room building.....	900			
Principals, 4-room building.....	1,080			
Principals, 8-room buildings.....	1,289			
Principals, 12-room buildings.....	1,458			
Principals, 16-room buildings.....	1,647			
Teachers.....	260			810
Supervisors of drawing and penmanship.....	1,600			
Supervisors of music.....	1,600			
Supervisors of athletics.....	1,600			
Supervisors of manual training.....	1,500			
Assistant supervisors of drawing and penmanship.....	855			
Assistant supervisors of music.....	900			
Assistant supervisors of athletics.....	400			
High schools, colored—				
Principals.....	990			
Teachers.....	675			765
Elementary schools, colored—				
Principals.....	720			900
Teachers.....	270			630
Supervisors, colored.....	810			
<i>Houston, Tex.</i>				
High schools, white—				
Principals.....	2,400			
Heads of departments.....	1,400			
Teachers, male.....	855		4	1,100
Teachers, female.....	765		4	1,000
Elementary schools, white—				
Principals.....	1,200		7	1,700
Teachers.....	405	45	10	810
High schools, colored—				
Principals.....	1,100			
Vice principals.....	730			
Teachers.....	675			

TABLE 13.—*Salary schedules of certain city school systems—Continued.*

Position or grade.	Minimum yearly salary.	Yearly increase in salary.	Years required to reach maximum.	Maximum yearly salary.
<i>Houston, Tex.—Continued.</i>				
Elementary schools, colored—				
Principals, 2-room building.....	\$585			
Principals, 4-room building.....	675			
Principals, 6-room building.....	765			
Teachers.....	360	\$45	6	\$385
<i>Salt Lake City, Utah:</i>				
High schools—				
Vice principals.....		100		2,100
Teachers.....	850	50	12	1,400
Heads of departments.....		100		1,600
Elementary schools—Teachers.....	480			1,030
<i>Richmond, Va.:</i>				
High schools, white—				
Principals.....	2,700			
Teachers, male.....	810			1,800
Teachers, female.....	630			1,400
Elementary schools, white—Teachers.....	405		7	1,765
Kindergartens, white—				
Directors.....	450	45	4	885
Assistants.....	360	45	4	495
High schools, colored—				
Principals.....	2,250			
Teachers, male.....	810			1,200
Teachers, female.....	585			1,200
Elementary schools, colored—				
Teachers, male.....	340		9	\$670
Teachers, female.....	340		8	625
<i>Staunton, Va.:</i>				
Superintendent.....	1,950			
High schools—				
Principals.....	1,350			
Teachers, male.....	720			
Teachers, female.....	585			
Elementary schools—				
Principals.....	990			
Teachers.....	315			565
Special teachers of drawing.....	675			
Special teachers of household economy.....	495			
<i>Seattle, Wash.:</i>				
High schools—				
Heads of departments.....	1,710	90	2	1,800
Head teachers.....	1,590	90	2	1,680
Teachers.....	1,020	90	7	1,590
Elementary schools—				
Principals, 4 to 20 rooms.....	1,200			2,040
Teachers.....	810	60	5	1,050
Teachers, bench work and cookery.....	930	60	5	1,170
Supervisors.....	1,620			
Assistant supervisors.....	1,470			
<i>Tacoma, Wash.:</i>				
High schools—Teachers.....	810	60	10	1,350
Elementary schools:				
Principals, 5 to 7 teachers, inclusive.....	1,200			
Principals, 8 to 10 teachers, inclusive.....	1,400			
Principals, 11 to 13 teachers, inclusive.....	1,600			
Principals, 14 or more teachers.....	1,800			
<i>La Crosse, Wis.:</i>				
High schools—				
Principals.....	1,700			2,500
Vice principals.....	950			1,350
Heads of departments.....	800			1,300
Teachers, male.....	700			1,200
Teachers, female.....	650			1,000
Elementary schools—				
Principals.....	1,050			1,600
Teachers, 1st grade.....	500	25	7	650
Teachers, grades 2-4, inclusive.....	500	25	6	625
Teachers, 5th grade.....	550	25	6	650
Teachers, 6th grade.....	550	25	6	675
Teachers, grades 7-8.....	550	25	7	700
Kindergartens—Directors.....	550			700
Special teachers, male.....	700			850
Special teachers, female.....	650			750

¹ Special maximum for holders of certain certificates; regular maximum, \$720.

² Special maximum for holders of certain certificates; regular maximum, \$575.

TABLE 13.—Salary schedules of certain city school systems—Continued.

Position or grade.	Minimum yearly salary.	Yearly increase in salary.	Years required to reach maximum.	Maximum yearly salary.
<i>Minneapolis, Wis.:</i>				
High schools—				
Principals.....	\$2,500	\$100	6	\$3,000
Vice principals.....	1,530	90	6	1,980
Teachers, class A.....	1,440	90	5	1,800
Teachers, class B.....	1,140	60	5	1,380
Teachers, class C.....	840	60	5	1,080
Elementary schools—				
Principals, 1-8 rooms, inclusive.....	1,350	75	3	1,500
Principals, 9 rooms.....	1,425	75	3	1,575
Principals, 10 rooms.....	1,500	75	3	1,650
Principals, 11 rooms.....	1,575	75	3	1,725
Principals, 12 rooms.....	1,650	75	3	1,800
Principals, 13 rooms.....	1,725	75	3	1,875
Principals, 14 rooms.....	1,800	75	3	1,950
Principals, 15 rooms.....	1,875	75	3	2,025
Principals, 16 rooms.....	1,950	75	3	2,100
Principals, 17 rooms.....	2,025	75	3	2,175
Principals, 18 rooms.....	2,100	75	3	2,250
Principals, 19 rooms.....	2,175	75	3	2,325
Principals, 20 or more rooms.....	2,250	75	3	2,400
Vice principals.....	660		12	1,080
Teachers, grades 1 and 2.....	800		12	1,020
Teachers, grades 2-7, inclusive.....	540		12	960
Teachers, ungraded.....	800		12	1,020
Teachers, cooking.....	800		12	1,020
Teachers, manual training.....	800		12	1,020
Teachers, exceptional classes.....	660		12	1,080
Teachers, foreign languages.....	660		12	1,080
Assistants, foreign languages.....	540		12	960
Kindergartens—				
Directors.....	540		12	960
Assistants.....	540		6	780
Trade schools—				
Principals (boys').....	2,000	100	6	2,500
Principals (girls').....	1,800	80	5	2,120
Teachers (boys').....	1,800	90	5	2,160
Teachers (girls').....	1,512	72	5	1,800
Assistants (boys').....	1,500	75	5	1,800
Assistants (girls').....	1,260	60	5	1,500
<i>Cheyanne, Wyo.:</i>				
High schools—Teachers.....	650		7	850
Elementary schools—Teachers.....	550		7	750
Supervisors.....	650			850
<i>Laramie, Wyo.:</i>				
High schools—Teachers.....	780			1,020
Elementary schools—Teachers.....	660			900
Supervisors.....	780			1,020

Rank.	Sex.	1840		1841		1842		1843		1844		1845		1846		1847		1848		1849	
		Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.
MALE HIGH SCHOOL.	Male.....	1	\$1,500			1	\$1,500	1	\$1,500	1	\$1,500	1	\$1,500	1	\$1,500			1	\$1,500	1	\$1,200
	Male.....	1				2	750	2	750	2	750	2	750	2	750			2	850	2	850
FEMALE HIGH SCHOOLS.*	Principals.....																	2	850	2	850
	Assistants.....																	2	600	2	600
	Male.....																	2	600	2	600
	Female.....																	2	300	2	300
MALE SCHOOLS.	Principals.....	5	750			6	850	8	1,000	8	1,000	850						10	850	10	850
	Assistants.....	4	400	7	500	7	500	8	525	3	125	500						7	400	7	400
	Male.....											125						2	300	2	300
	Female.....																	1	200	1	200
	Female.....																	2	150	2	150
	Female.....																	15	150	19	150
FEMALE SCHOOLS.	Principals.....	5	350			6	450	7	450	3	300	450						10	450	10	450
	Assistants.....	5	200			6	250	7	250	1	300	300						5	300	5	300
	Female.....							1	300									1	200	1	200
	Female.....	5	200			6	250	7	250	1	300	250						8	250	7	250
	Female.....							2	50			100						3	200	3	200
	Female.....																	24	150	24	150
SPECIAL TEACHERS.																					
Musicians.....	Male.....											2	500	2	500			2	500	2	500

Established in 1844.

! For only a part of the time.

Assistants.....	8	260	190	9	260	13	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	150	10	260	10	1
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³ For males and for females.

This teacher divided his time among the three high schools. For a part of the time.

• For males and for females.

This teacher divided his class into groups of four. For a part of the time.

TABLE 13.—Salary schedules of certain city school systems—Continued.

Position or grade.	Minimum yearly salary.	Yearly increase in salary.	Years required to reach maximum.	Maximum yearly salary.
<i>Houston, Tex.—Continued.</i>				
Elementary schools, colored—				
Principals, 2-room building.....	\$585			
Principals, 4-room building.....	675			
Principals, 6-room building.....	765			
Teachers.....	360	\$45	6	\$585
<i>Salt Lake City, Utah:</i>				
High schools—				
Vice principals.....		100		2,100
Teachers.....	850	50	12	1,400
Heads of departments.....		100		1,600
Elementary schools—Teachers.....	480			1,020
<i>Richmond, Va.:</i>				
High schools, white—				
Principals.....	2,700			
Teachers, male.....	810			1,800
Teachers, female.....	630			1,400
Elementary schools, white—Teachers.....	405		7	1,765
Kindergartens, white—				
Directors.....	450	45	4	585
Assistants.....	360	45	4	495
High schools, colored—				
Principals.....	2,250			
Teachers, male.....	810			1,200
Teachers, female.....	585			1,200
Elementary schools, colored—				
Teachers, male.....	340		9	\$ 670
Teachers, female.....	340		8	625
<i>Staunton, Va.:</i>				
Superintendent.....	1,950			
High schools—				
Principals.....	1,350			
Teachers, male.....	720			
Teachers, female.....	585			
Elementary schools—				
Principals.....	990			
Teachers.....	315			585
Special teachers of drawing.....	675			
Special teachers of household economy.....	495			
<i>Seattle, Wash.:</i>				
High schools—				
Heads of departments.....	1,710	90	2	1,800
Head teachers.....	1,590	90	2	1,680
Teachers.....	1,020	90	7	1,560
Elementary schools—				
Principals, 4 to 20 rooms.....	1,200			2,040
Teachers.....	810	60	5	1,050
Teachers, bench work and cookery.....	930	60	5	1,170
Supervisors.....	1,620			
Assistant supervisors.....	1,470			
<i>Tacoma, Wash.:</i>				
High schools—Teachers.....	810	60	10	1,350
Elementary schools:				
Principals, 5 to 7 teachers, inclusive.....	1,200			
Principals, 8 to 10 teachers, inclusive.....	1,400			
Principals, 11 to 13 teachers, inclusive.....	1,600			
Principals, 14 or more teachers.....	1,800			
<i>La Crosse, Wis.:</i>				
High schools—				
Principals.....	1,700			2,500
Vice principals.....	950			1,350
Heads of departments.....	800			1,300
Teachers, male.....	700			1,200
Teachers, female.....	650			1,000
Elementary schools—				
Principals.....	1,050			1,600
Teachers, 1st grade.....	500	25	7	650
Teachers, grades 2-4, inclusive.....	500	25	6	625
Teachers, 5th grade.....	550	25	5	650
Teachers, 6th grade.....	550	25	6	675
Teachers, grades 7-8.....	550	25	7	700
Kindergartens—Directors.....	550			700
Special teachers, male.....	700			850
Special teachers, female.....	650			750

¹ Special maximum for holders of certain certificates; regular maximum, \$720.

² Special maximum for holders of certain certificates; regular maximum, \$575.

Assistants.....	Female.....	7	300	8	300	5	300	12	500	10	500	8	500	9	700	17	648	19	648
		13	200	12	200	9	200	1	400	12	400	3	400	1	500	15	504	20	504
		10	150	1	175	1	175	1	350	41	350	47	350	4	500	41	504	37	480
		5	400	14	150	14	150	6	300	7	350	6	400	11	400	2	444		
				2	100	8	100	4	250	2	250			7	400	9	432		
PRIMARY SCHOOLS.																			
Principals.....	Female.....	1	325	1	325	1	350	46	500	43	500	45	500	44	700	57	606	56	606
		31	300	33	300	1	325	1	450	1	450	4	400	6	600	2	600	6	600
		16	250	14	250	28	300	3	400	8	400	4	500	6	500				
Assistants.....	Female.....	49	200	1	225	19	250	78	350	83	350	89	350	99	500	94	468	131	468
		27	150	54	200	40	200	34	300	33	300	34	300	33	450	35	432	47	432
		24	100	1	175	1	175	14	250	12	250	33	400	52	400	74	408	42	408
			37	150	34	150	100												
			11	100	32	100													
COLORED SCHOOLS.																			
Principals.....	Male.....																		
Principals.....	Female.....																		
Assistants.....	Female.....																		
SPECIAL TEACHERS.																			
Music.....	Male.....	1	900	2	900	2	900	2	1,200	2	1,200	2	1,500	2		1	1,500		1,500
		1	750													2	1,250		1,250
SATURDAY NORMAL CLASSES.																			
Principal.....	Male.....	1	200	1	200	1	200	1	200		200								
Assistant.....	Female.....	1	150	1	150	1	150	1	150		150								
EVENING SCHOOLS.																			
Principals.....	Male.....	6	200	6	200	2	200	5	200	5	200	4	200	7	400	8	300	4	(1)
Assistants.....	Male.....	11	100	12	100	3	100	7	100	5	100	5	100	10	250	10	200	2	(1)
	Female.....																	12	(1)
COLORED EVENING CLASSES.																			
Principals.....	Male.....																		
	Female.....																		
Assistant.....	Male.....																		
	Female.....																		
FLOATING SCHOOLS.																			
Principal.....	Male.....	1	900	1	900	1	900	1	1,000										
Assistant.....	Male.....	1	400	1	400														

* \$2 per night.

* \$3 per night.

TABLE 15.—*Salaries of public-school officers and teachers in Baltimore, Md., in 1869, 1876, 1880, and 1890—Continued.*

Rank.	Sex.	1869			1876			1880			1890		
		First year.	Second year.	Third year.	First year.	Second year.	Third year.	First year.	Second year.	Third year.	First year.	Second year.	Third year.
INTERMEDIATE SCHOOLS. ¹													
Principals.....	Male.....										\$1,200		
Principals.....	Female.....										804		
First assistants.....	Female.....										600		
Teacher in charge of lowest grade.....	Female.....										444	\$468	\$504
Assistants (grammar grades).....	Female.....										444	504	
Assistants (primary grades).....	Female.....										408	432	468
SATURDAY NORMAL CLASS.													
Principal.....					\$200			\$200			200		
Assistants.....					150			150			150		
SPECIAL TEACHERS.													
Musical.....	Male.....	\$1,500			1,200			1,200			1,500		
Drawing.....	Female.....	1,250			500			500			500		
EVENING SCHOOLS.													
Principals.....	Male.....	43			43			42			42.50		
Assistants.....	Male.....	42			42			41.50			41.50		

¹ Established in 1890.² In addition to salary as a teacher in the schools.³ Change made in 1887.⁴ Per evening, for actual service.⁵ Reduced in 1879.

TABLE 16.—*Salaries of public-school officers and teachers in Baltimore, Md., in 1895, 1898, 1899, and 1909.*

Rank.	1895			1898			1899, first year.	1909, first year.
	First year.	Second year.	Third year.	First year.	Second year.	Third year.		
Superintendent.....	\$2,500			\$2,500			\$2,500	\$5,000
Assistant superintendent.....	2,000			2,000			2,000	3,000
Secretary.....	2,000			2,000				
Assistant secretary.....	1,500			1,500				
Superintendent of supplies.....	1,800			1,800				
Librarian.....	1,200			1,200				
Clerk to secretary.....	1,000			1,000				
Clerk to superintendent and secretary.....				1,000				
First assistant superintendent.....								2,500
Second assistant superintendent.....								2,400
BALTIMORE CITY COLLEGE.								
Principal.....	2,400			2,400				
Professors (not otherwise specified).....	2,000			2,000				
Professor of writing and bookkeeping, and secretary to faculty.....	2,000			2,000				
Adjunct professors and professors of drawing.....	1,800			1,800				
Tutors.....	1,000			1,000				
Assistant principal.....				2,200				
FEMALE HIGH SCHOOLS.								
Principals.....	2,400			2,400				
First assistants.....	1,008			1,008				
Other assistants and teachers.....	900			900				
BALTIMORE POLYTECHNIC INSTITUTE.								
President.....	1,500			1,500				
Vice president.....	1,200			1,200				
Instructors.....	1,200			1,200				
Assistants.....	800- 1,000			800- 1,000				
MALE GRAMMAR SCHOOLS.								
Principals.....	1,296	\$1,404	\$1,500	1,296	\$1,404	\$1,500		
First assistants.....	804	900		804	900			
Second assistants.....	588	672		588	672			
Third assistants.....	456	516		456	516			
	444	504		444	504			
ENGLISH-GERMAN SCHOOLS.								
Principals.....	1,296	1,404	1,500	1,296	1,404	1,500		
Vice principals.....	804	900	1,008	804	900	1,008		
First assistants (English).....	564	648		564	648			
First assistants (German).....	600			600				
Teachers in charge of lowest grades.....	504			444	468	504		
Assistants (grammar grades).....	444	504		444	504			
Assistants (primary grades).....	408	432	468	408	432	468		
FEMALE GRAMMAR SCHOOLS.								
Principals.....	804	900		804	900			
First assistants.....	564	648		564	648			
Second assistants.....	444	504		444	504			
Third assistants.....	432	480		432	480			
PRIMARY SCHOOLS.								
Principals.....	600	696		600	696			
Assistants.....	408	432	468	408	432	468		
Teachers in charge of lowest grades.....	504			444	468	504		
INTERMEDIATE SCHOOLS.								
Principals.....	1,200			1,200				
Principals.....	804			804				
First assistants.....	600			600				
Teachers in charge of lowest grades.....	444	468	504	444	468	504		
Assistants (grammar grades).....	432	480		432	480			
Assistants (primary grades).....	408	432	468	408	432	468		

1 In addition to his salary as an officer of the U. S. Navy.

TABLE 16.—*Salaries of public-school officers and teachers in Baltimore, Md., in 1895, 1898, 1899, and 1909—Continued.*

Rank.	1895			1898			1899, first year.	1900, first year.
	First year.	Second year.	Third year.	First year.	Second year.	Third year.		
UNCLASSIFIED SCHOOLS.								
Principals.....	\$996	\$780	\$900	\$996	\$780	\$900		
First assistants.....	504	552	600	504	552	600		
SATURDAY NORMAL CLASSES.								
Principal.....	200			200				
Assistants.....	150			150				
SPECIAL TEACHERS.								
Superintendents of music.....	1,500			1,500			\$1,500	\$1,500
Assistant supervisors of music.....								900
Librarian of public-school library.....	900			900				
Supervisors of drawing.....	720			720			720	1,200
Teachers of drawing.....	500			500				
Directress of sewing.....	600			600			600	900
Teachers of sewing.....	500			500				
Assistant supervisors of drawing.....							500	780
Supervisor physical training.....							1,800	1,500
Assistant supervisors physical training.....								
Supervisor manual training.....							504	648
Assistant director physical training.....							1,000	600
EVENING SCHOOLS.								
Principals.....	1 2.50			1 2.50				
Assistants.....	1 1.50			1 1.50				
COLORED MANUAL-TRAINING SCHOOLS.								
Instructors.....	900			900				
Assistants.....	600			600				
Principal.....				1,200				
COLORED HIGH AND GRAMMAR SCHOOLS.								
Principals (grammar grades).....	1,296	1,404	1,500	1,296	1,404	1,500		
First assistants (grammar grades).....	804	900		804	900			
Assistants high-school department.....	672			900				
First assistants (grammar grades).....	588	672		588	672			
Second assistants.....	456	516		456	516			
Third assistants.....	444	504		444	504			
Principals (high school).....				2,400				
First assistants (high school).....				1,008				
COLORED PRIMARY SCHOOLS.								
Principals.....	804	900		804	900			
Principals.....	600	696		600	696			
First assistants.....	700			700				
Assistants.....	408	432	468	408	432	468		
Teachers in charge of lowest grades.....	504			444	468	504		

¹ Per evening.

TABLE 17.—Salaries of public-school teachers in Boston, Mass., 1849, 1852, 1855, 1857, 1859.

Rank.	Sex.	1849		1852				1855				1857				1858				1859			
		Number.	Salary.	Number.	Salary first year.	Annual increase.	Maximum salary.	Number.	Salary first year.	Annual increase.	Maximum salary.	Number.	Salary first year.	Annual increase.	Maximum salary.	Number.	Salary first year.	Annual increase.	Maximum salary.	Number.	Salary first year.	Annual increase.	Maximum salary.
LATIN AND ENGLISH HIGH SCHOOLS.																							
	Male.....		()	2	\$2,400							2	\$2,400	\$100	\$2,500								
	Submasters.....		()	2	1,000							2	1,000	100	1,100								
	Ushers.....		()	2	800	\$100	\$1,200					2	1,000	100	1,100								
GIRLS' HIGH AND NORMAL SCHOOL.																							
	Master.....		()	1	()							1	2,400										
	Head assistants.....		()										600										
	Assistants.....		()	4	()							3	500										
GRAMMAR SCHOOLS.																							
	Masters.....	34	\$1,500	28	1,500							21	1,500	100	1,600	19	1,600	100	1,700	19	1,600	100	1,700
	Submasters.....	4	1,000	8	1,000							11	1,000	100	1,100	14	1,200	100	1,300	14	1,200	100	1,300
	Ushers.....	17	800	12	800							9	700	100	800	9	800	100	900	9	800	100	900
	Head assistants.....	2	400	2	400							24	450			34	500			27	500		
	Assistants.....	106	300	134	250	50	350	140	250	50	300	157	300	50	350	158	300	50	350	158	300	50	350
PRIMARY SCHOOLS.																							
	Teachers.....							196	250	50	300	213	300	50	350		300	50	350		300	50	350
SPECIAL TEACHERS.																							
	Music.....			7	100			6	125				125								125		
	Sewing.....							11	200			8	200			2	200			2	200		

: Data not available.

TABLE 18.—Salaries of public-school teachers in Boston, Mass., 1860 to 1869, inclusive.

Rank.	Sex.	1860				1861				1862				1863				1864			
		Number.	Salary first year.	Annual in-crease.	Maximum salary.	Number.	Salary first year.	Annual in-crease.	Maximum salary.	Number.	Salary first year.	Annual in-crease.	Maximum salary.	Number.	Salary first year.	Annual in-crease.	Maximum salary.	Number.	Salary first year.	Annual in-crease.	Maximum salary.
LATIN AND ENGLISH HIGH SCHOOLS.																					
Masters.....	Male.....	2	\$2,400	\$100	\$2,800	2	\$2,400	\$100	\$2,800	2	\$2,400	\$100	\$2,800	2	\$2,400	\$100	\$2,800	2	\$2,600	\$100	\$3,000
Submasters.....	Male.....	3	1,600	100	2,000	3	1,600	100	2,000	3	1,600	100	2,000	3	1,600	100	2,000	4	1,800	100	2,200
Ushers.....	Male.....	7	1,200	100	1,600	7	1,200	100	1,600	7	1,200	100	1,600	7	1,200	100	1,600	6	1,400	100	1,800
Teacher of French.....	Male.....	1	()	()	()	1	()	()	()	1	450	()	()	1	450	()	()	1	500	()	()
Teacher of drawing.....	Male.....	1	()	()	()	1	()	()	()	1	500	()	()	1	500	()	()	1	500	()	()
GIRLS' HIGH AND NORMAL SCHOOLS.																					
Master.....	Male.....	1	2,400	100	2,800	1	2,400	100	2,800	1	2,400	100	2,800	1	2,400	100	2,800	1	2,600	100	3,000
Head assistants.....	Female.....	1	1,600	()	()	1	1,600	()	()	1	1,600	()	()	1	1,600	()	()	1	1,700	()	()
Assistants.....	Female.....	8	500	()	()	8	500	()	()	10	500	()	()	11	500	()	()	11	600	()	()
Assistants, normal department.....	Female.....	()	()	()	()	()	()	()	()	()	()	()	()	()	()	()	()	()	()	()	
Teacher of drawing.....	Male.....	1	()	()	()	1	()	()	()	1	800	()	()	1	800	()	()	1	900	()	()
Teacher of French.....	Male.....	1	()	()	()	1	()	()	()	1	450	()	()	1	450	()	()	1	500	()	()
Teacher of German.....	Male.....	1	()	()	()	1	()	()	()	1	450	()	()	1	450	()	()	1	500	()	()
Teacher of music.....	Male.....	1	125	()	()	1	125	()	()	1	400	()	()	1	400	()	()	1	450	()	()
GRAMMAR SCHOOLS.																					
Masters.....	Male.....	19	1,600	100	2,000	19	1,600	100	2,000	20	1,600	100	2,000	20	1,600	100	2,000	20	1,800	100	2,200
Submasters.....	Male.....	15	1,200	100	1,600	15	1,200	100	1,600	15	1,200	100	1,600	14	1,200	100	1,600	14	1,400	100	1,800
Ushers.....	Male.....	8	800	100	1,000	7	800	100	1,000	7	800	100	1,000	7	800	100	1,000	8	1,000	100	1,200
Head assistants.....	Female.....	29	500	()	()	43	500	()	()	50	500	()	()	50	500	()	()	49	600	()	()
Assistants.....	Female.....	164	300	50	450	160	300	50	450	187	300	50	450	188	300	50	450	192	400	50	550
PRIMARY SCHOOLS.																					
Teachers.....	Female.....	229	300	50	450	229	300	50	450	250	300	50	450	245	300	50	450	254	400	50	550
SPECIAL TEACHERS.																					
Music.....	Male.....	3	125	()	()	3	125	()	()	3	100	()	()	3	100	()	()	3	125	()	()
Music (primary).....	Male.....	()	()	()	()	()	()	()	()	()	()	()	()	()	()	()	()	1	200	()	()
Sewing.....	Female.....	11	175	()	()	12	175	()	()	11	175	()	()	12	175	()	()	12	175	()	()
Gymnastics, vocal and physical.....	Male.....	()	()	()	()	()	()	()	()	()	()	()	()	()	()	()	()	1	150	()	()

1 Data not available.

* For each school.

Rank.	Sex.	1895				1896				1897				1898				1899			
		Number.	Salary first year.	Annual increase.	Maximum salary.	Number.	Salary first year.	Annual increase.	Maximum salary.	Number.	Salary first year.	Annual increase.	Maximum salary.	Number.	Salary first year.	Annual increase.	Maximum salary.	Number.	Salary first year.	Annual increase.	Maximum salary.
LATIN AND ENGLISH HIGH SCHOOLS.																					
Headmasters.	Male.	2	\$3,100	\$100	\$3,500	2	\$3,100	\$100	\$3,500	12	\$3,000	\$1,000	\$4,000	2	\$3,000	\$1,000	\$4,000	2			
Masters.	Male.	2	2,100	100	2,500	2	2,100	100	2,500	15	2,400	600	3,000	5	2,400	600	3,000	4			
Submasters.	Male.	4	2,100	100	2,500	4	2,100	100	2,500	19	1,800	400	2,200	9	2,400	400	2,800	12			
Ushers.	Male.	7	1,600	100	2,000	9	1,600	100	2,000	1	500			1	500			1			
Teacher of French.	Male.	1	500			1	500			1	700			1	700			1			
Teacher of drawing.	Male.	1	500			1	500			1	500			1				1			
GIRLS' HIGH AND NORMAL SCHOOLS.																					
Headmaster.	Male.	1	3,100	100	3,500	1	3,100	100	3,500	11	3,000	1,000	4,000	1	3,000	1,000	4,000	1			
Master.	Male.	1	1,000			1	1,000			1	1,500			1	1,500			2			
Head assistants.	Female.	13	800			13	800			10	1,000			10	1,000			12			
Assistants.	Female.	1	1,000			1	1,000			1	1,500			1	1,500			1			
Superintendent of normal department.	Female.	1	800			1	800			1	1,000			1	1,000			1			
Assistant in normal department.	Female.	1	800			1	800			1	1,000			1	1,000			1			
Teacher of drawing.	Male.	1	1,300			1	1,300			1	1,300			1	1,500			1			
Teacher of French.	Male.	1	500			1	500			1	500			1	500			1			
Teacher of German.	Male.	1	500			1	500			1	500			1	500			1			
Teacher of music.	Male.	1	450			1	450			1	450			1	1,000			1			
GRAMMAR SCHOOLS.																					
Masters.	Male.	20	2,100	100	2,500	21	2,100	100	2,500	21	2,400			22	2,400			28			
Submasters.	Male.	15	1,600	100	2,000	14	1,600	100	2,000	14	1,800			15	2,000			19			
Ushers.	Male.	8	1,200	100	1,500	8	1,200	100	1,500	8	1,400			9	1,400			10			
Masters' assistant.	Male.	1	800			1	800			1	800			1	800			1			
Head assistants.	Female.	53	700			61	700			64	700			67	700			86			
Assistants.	Female.	139	450	50	600	196	450	50	600	196	550	100	650	112	550	100	650	251			
PRIMARY SCHOOLS.																					
Teachers.	Female.	257	450	50	600	256	450	50	600	259	550	100	650	257	550	100	650	307			

¹ There was no reduction of salaries, but an increase; the titles of these teachers were changed; the masters becoming headmasters, the submasters becoming masters, etc. The rank of usher in the high school was discontinued.

TABLE 18.—Salaries of public-school teachers in Boston, Mass., 1860 to 1869, inclusive—Continued.

Rank.	Sex.	1865				1866				1867				1868				1869			
		Number.	Salary first year.	Annual in-crease.	Maximum salary.	Number.	Salary first year.	Annual in-crease.	Maximum salary.	Number.	Salary first year.	Annual in-crease.	Maximum salary.	Number.	Salary first year.	Annual in-crease.	Maximum salary.	Number.	Salary first year.	Annual in-crease.	Maximum salary.
SPECIAL TEACHERS.																					
Music (Grammar schools).....	Male.....	2	\$150			1	\$150			1	\$150			1	\$150			3			
Music (Primary schools).....	Male.....	1	2,000			1	2,000			1	2,500			1	2,500			1			
Sewing (Grammar schools).....	Female.....	12	275-500			11	275-500			12	275-500			11	\$7.50			13			
Gymnastics, vocal and physical.	Male.....	1	3,000			1	3,000			1	3,000			1	3,000			1			
Gymnastics, assistant.....	Male.....									1	1,800				1,800			1			

1 For each school taught.

1 For each whole division of the 4th class.

TABLE 19.—*Salaries of public-school teachers in Boston, Mass., 1875, and 1876 to 1879, inclusive.*

[These schedules went into effect in September of the years named. The number of teachers in each case is for the term immediately following.]

Rank.	Sex.	1873			1876			1877			1878			1879		
		Number.	Salary first year.	Salary sec- ond year.	Number.	Salary first year.	Salary sec- ond year.	Number.	Salary first year.	Annual in- crease.	Maximum salary.	Number.	Salary first year.	Annual in- crease.	Maximum salary.	
Superintendent ¹	Male.....	1	(²)	.....	1	(²)	.....	1	(²)	.....	.....	1	\$4,200	.....	.....
Supervisors ².....	.....	.....	.....	.....	6	.....	.....	6	.....	.....	.....	6	3,750	.....	.....
HIGH AND NORMAL SCHOOLS.																
Head masters.....	Male.....	6	\$3,500	\$4,000	5	\$3,500	\$4,000	6	\$3,300	\$3,750	6	3,750	.....	.....	.....
Masters.....	Male.....	14	2,600	3,000	11	2,800	3,200	11	2,700	3,000	12	2,850	.....	.....	.....
Junior masters.....	Male.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Submasters.....	Male.....	12	2,200	2,600	13	2,200	2,600	16	2,100	2,400	19	1,440	\$144	\$2,880	\$2,880	
Teachers.....	Male.....	.....	.....	.....	7	1,700	2,000	4	1,500	1,800	.....	.....	.....	.....	.....
Usages.....	Female.....	.....	.....	.....	1	2,000	.....	1	1,800	.....	1	1,800	.....	.....	.....
Assistant principals.....	Female.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Head assistants.....	Female.....	9	1,500	1,500	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Assistant.....	Female.....	30	1,000	1,000	1	1,500	.....	.....	.....	.....	.....	.....	.....	.....	.....
First assistants.....	Female.....	.....	.....	.....	3	1,800	.....	5	1,620	.....	5	1,440	36	1,620	1,620
Second assistants.....	Female.....	.....	.....	.....	4	1,500	.....	6	1,350	.....	6	1,200	36	1,350	1,350
Third assistants.....	Female.....	.....	.....	.....	4	1,200	.....	4	1,140	.....	9	900	36	1,140	1,140
Fourth assistants.....	Female.....	.....	.....	.....	8	1,000	.....	22	900	.....	25	786	36	948	948
Teachers of chemistry.....	Female.....	.....	.....	.....	28	1,000	.....	.....	1,350	.....	.....	1,350	.....	.....	.....
Assistant teacher of chemistry.....	Female.....	.....	(³)	.....	1	1,500	.....	1	1,350	.....	1	1,350	.....	.....	.....
Assistant teacher of drawing.....	Female.....	.....	(³)	.....	1	800	.....	1	750	.....	1	744	.....	.....	.....
(Roxbury).	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Assistant teacher of drawing.....	Female.....	.....	(³)	.....	1	1,000	.....	1	900	.....	.....	.....	.....	.....	.....
(Girls).	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

¹ This office was created in 1851, but the salary during the years previous to 1873 is not stated.² Data not available.³ Office created in 1876.⁴ Junior masters rank as masters after ten years' service.

TABLE 19.—Salaries of public-school teachers in Boston, Mass., 1873, and 1876 to 1879, inclusive—Continued.

Rank.	Sex.	1873			1876			1877			1878			1879				
		Number.	Salary first year.	Salary second year.	Number.	Salary first year.	Salary second year.	Number.	Salary first year.	Salary second year.	Number.	Salary first year.	Annual increase.	Maximum salary.	Number.	Salary first year.	Annual increase.	Maximum salary.
HIGH AND NORMAL SCHOOLS—Con.																		
Teacher of French (Latin and English).....			()		1	\$3,200			\$2,400									
Teacher of French (girls).....			()															
Teacher of French (Dorchester).....			()		1	750		1	720									
Teacher of French (Roxbury).....			()		1	600		1	640									
Teacher of French (Charlestown).....			()		1	600		1	640									
Teacher of French (Brighton).....			()		1	250		1	250									
Teacher of German (Latin).....			()		1	200		1	200									
Teacher of German (girls).....			()		1	750		1	720									
Teacher of German (Dorchester).....			()		1	600		1	600									
Teacher of German (Roxbury).....			()		1	600		1	1,500									
Teacher of German (West Roxbury).....			()		1	500		1	1,500									
Extra teacher of mathematics.....	Male		()		1	1,000		1	1,500						1	\$1,500		
Instructor of military drill.....	Female				1	1,500		1	600						1	744		
Physical culture (girls).....					1	600		1										
GRAMMAR SCHOOLS.																		
Masters.....	Male	37	\$2,600	\$3,200	40	2,800	\$3,200	41	2,700	\$3,000	41	2,580	60	\$2,880	42	2,880	60	\$2,880
Submasters.....	Male	21	2,200	2,600	27	2,200	2,600	27	2,100	2,400	28	1,980	60	2,280	28	1,980	60	2,280
Second submasters.....	Male										16	1,500	60	1,800	15	1,500	60	1,800
Ushers.....	Male	10	1,700	2,000	17	1,700	2,000	17	1,500	1,800								
Masters' assistants.....	Female	30	1,200	1,200														
Head assistants.....	Female	67	850	850														
Assistants.....	Female	301	700	800														
First assistants.....	Female				39	1,200		45	1,140		62	900	36	1,080	62	900	36	1,080
Second first assistants.....	Female				9	1,000		11	852									
Second assistants.....	Female				78	850		76	792		74	756	12	816	76	756	12	816
Third assistants.....	Female				327	600	\$ 700	324	540	660	335	504	48	744	358	504	48	744
PRIMARY SCHOOLS.																		
Teachers (fourth assistants).....	Female	340	600	\$ 700	404	600	\$ 700	410	540	660	408	504	48	744	408	504	48	744

\$80 per annum for each hour of actual service per week.

SPECIAL TEACHERS.

Music, director.....	Male	1	(1)	3,300	1	3,000	1	3,000	1	3,000
Music, special instructors.....	Male	4	(1)	3,300	5	2,400	3	2,640	3	2,640
Drawing, director.....	Male	1	(1)	3,300	1	3,300	1	3,000	1	3,000
Drawing, special instructors.....	Male	7	(1)	2,500	3	2,180	2	2,280	2	2,280
Sewing.....	Female	20	(1)	1,700	1	1,320	1	1,500	1	1,500
Physical and vocal culture.....	Male	1	(1)	87.50 to 800	28	100 to 750	28	108 to 744	28	108 to 744
Kindergarten.....	Female	1	(1)	600	1	540	1	540	1	540
Kindergarten assistant.....	Female	1	(1)	400	1	540	1	540	1	540
Teachers of licensed minors.....	Female	2	(1)	600	2	700	2	680	2	680
DEAF-MUTE SCHOOL. ¹										
Principal.....	Female	1	(1)	1,500	1	1,500	1	1,500	1	1,500
First assistant.....	Female	1	(1)	900	1	900	1	900	1	900
Assistants.....	Female	6	(1)	700	6	800	7	700	7	700
EVENING SCHOOLS.										
Principal, high schools.....	Male	1	(1)	710	1	710	(1)	710	(1)	710
Assistants, high schools.....	Male	1	(1)	75	(1)	74	(1)	75	(1)	75
Principals, drawing schools.....	Male	2	(1)	710	1	77	(1)	710	(1)	710
Head assistant, drawing schools.....	Male	1	(1)	75	5	75	(1)	76	(1)	76
Assistants, drawing schools.....	Male	10	(1)	75	16	75	(1)	75	(1)	75
Principals, elementary schools.....	Male	16	(1)	73	16	73	(1)	73	(1)	73
Assistants, elementary schools.....	Male	(1)	(1)	71	(1)	71.25	(1)	71.25	(1)	71.25

¹ Data not available.² For a part of the time only.³ Salary third year and after, \$900.⁴ Salary third year and after, \$750.

* Salary proportioned to the number of divisions taught.

* Subsequently called the Horace Mann School for the Deaf.

† Per evening.

‡ Per week.

First assistants.....	65	Female	900	75	1,080	65	36	1,080	65	900	70	900	36	1,080
Second assistants.....	7	Female	750	12	810	12	12	810	12	750	12	750	12	810
Third assistants.....	361	Female	504	48	744	48	48	744	48	456	48	456	48	744
PRIMARY SCHOOLS.														
Second assistants.....		Female												
Fourth assistants.....		Female												
Special assistants.....	407	Female	504	48	744	422	48	744	442	756	12	810	12	810
SPECIAL TEACHERS.														
Music, director.....	1	Male	3,000			1	3,000		1	3,000				
Music, special instructors.....	3	Male	2,640			3	2,640		3	2,640				
Drawing, director.....	1	Male	3,000			1	3,000		1	3,000				
Drawing, special instructors.....	2	Male	2,520											
Sewing.....	28	Female	1,500			28	1,500		28	1,500				
HORACE MANN SCHOOL FOR THE DEAF.														
Principal.....	1	Female	1,800			1	1,800		1	1,800				
First assistant.....	1	Female	900			1	900		1	900				
Assistants.....	7	Female	700	100	800	7	700	100	800	7	700	100	800	
EVENING SCHOOLS.														
Principal, high school.....	1		50			1	50		1	50				50
Assistants, high school.....	8		25			8	25		8	25				
Principals, elementary schools.....	17		20			12	20		12	20				
Assistants, elementary schools.....	(7)		7½			(7)	7½		(7)	7½				
Masters, drawing-schools.....	(7)		10			(7)	10		(7)	10				10
Head assistants, drawing schools.....	(7)		6			(7)	6		(7)	6				6
Assistants, drawing schools.....	(7)		5			(7)	5		(7)	5				5

1 Junior masters rank as master after 9 years' service.
 2 Junior masters rank as master after 13 years' service.
 3 This grade is to be abolished when the incumbents retire.
 \$300 per year for each hour of actual service per week.

* Per week.
 * Salary proportioned to the number of divisions taught.
 * Data not available.
 * Per evening.

TABLE 18.—Salaries of public-school teachers in Boston, Mass., 1860 to 1869, inclusive—Continued.

Rank.	Sex.	1865				1866				1867				1868				1869			
		Number.	Salary first year.	Annual in-crease.	Maximum salary.	Number.	Salary first year.	Annual in-crease.	Maximum salary.	Number.	Salary first year.	Annual in-crease.	Maximum salary.	Number.	Salary first year.	Annual in-crease.	Maximum salary.	Number.	Salary first year.	Annual in-crease.	Maximum salary.
SPECIAL TEACHERS.																					
Music (Grammar schools).....	Male.....	2	\$1,150	.....	.....	1	\$1,150	.....	.....	1	\$1,150	.....	.....	1	\$1,150	.....	.....	3	.....	.....	.....
Music (Primary schools).....	Male.....	1	2,000	.....	.....	1	2,000	.....	.....	1	2,500	.....	.....	1	2,500	.....	.....	1	.....	.....	.....
Sewing (Grammar schools).....	Female.....	12	275-500	.....	.....	11	275-500	.....	.....	12	275-550	.....	.....	11	\$750	.....	.....	15	.....	.....	.....
Gymnastics, vocal and physical.....	Male.....	1	3,000	.....	.....	1	3,000	.....	.....	1	3,000	.....	.....	1	3,000	.....	.....	1	.....	.....	.....
Gymnastics, assistant.....	Male.....	1	.....	.....	.....	1	.....	.....	.....	1	1,800	.....	.....	1	1,800	.....	.....	1	.....	.....	.....

1 For each school taught.

2 For each whole division of the 4th class.

TABLE 20.—Salaries of public-school teachers in Boston, Mass., 1880 to 1892, inclusive—Continued.

Rank.	Sex.	1880				1891				1892			
		Number.	Salary first year.	Annual increase.	Maximum salary.	Number.	Salary first year.	Annual increase.	Maximum salary.	Number.	Salary first year.	Annual increase.	Maximum salary.
Superintendent.	Male.	1	\$4,200			1	\$4,200			1	\$4,200		
Supervisors.	Male.	6	3,780			6	3,780			6	3,780		
NORMAL SCHOOLS.													
Head master.	Male.	1	3,780			1	3,780				3,780		
Submaster.	Male.	1	2,196	\$60	\$2,496	1	2,196	\$60	\$2,496		2,196		\$2,496
First assistant.	Female.	1	1,440	36	1,620	1	1,440	36	1,620		1,440	36	1,620
Second assistant.	Female.	4	1,140	48	1,380	4	1,140	48	1,380		1,140	48	1,380
Teacher of drawing, etc.	Female.	1	1,080			1	1,080				1,080		
Teacher of kindergarten methods.	Female.	1	1,080			1	1,080			1	1,080		
HIGH SCHOOLS.													
Head masters.	Male.	6	3,780			6	3,780				3,780		
Masters.	Male.	22	12,880	144	12,880	22	12,880	144	12,880		12,880	144	12,880
Junior masters.	Male.	21	1,008			25	1,008				1,008		
Assistant principal.	Female.	1	1,800			1	1,800				1,800		
First assistants.	Female.	2	1,620			2	1,620				1,620		
Second assistants.	Female.	48	756	48	1,380	50	756	48	1,380		756	48	1,380
Teacher of chemistry (girls).	Female.	1	1,620			1	1,620			1	1,620		
Assistant teacher of chemistry (girls).	Female.	1	804			1	804			1	804		
Teacher of physical culture (girls).	Female.	1	960			1	1,008			1	1,008		
Teacher of physical culture (girls' Latin).	Female.	1	492			1	492			1	492		
Director of French and German.	Male.	1	3,000			1	3,000			1	2,000		
Assistant in French and German.	Male.	2	1,500			2	1,500			1	1,500		
Assistant in military drill.	Male.	1	2,000			1	2,000			1	2,000		
GRAMMAR SCHOOLS.													
Masters.	Male.	52	2,580	60	2,880	52	2,580	60	2,880		2,580	60	2,880
Submasters.	Male.	60	1,500	60	2,080	52	1,500	60	2,080		1,500	60	2,080
First assistants.	Female.	79	900	36	1,080	79	900	36	1,080		900	36	1,080
Second assistants.	Female.	85	756	12	816	90	756	12	816		756	12	816
Third assistants.	Female.	419	456	48	744	414	456	48	744		456	48	744
PRIMARY SCHOOLS.													
Second assistants.	Female.	480	756	12	816	470	756	12	816		756	12	816
Fourth assistants.	Female.		456	48	744		456	48	744		456	48	744
Special assistants.	Female.		456	48	744		456	48	744		456	48	744

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KINDERGARTENS.									
Principals.....	26 {	800	36	708	31	800	36	708	36
Assistants.....	21 {	432	36	540	25	432	36	540	36
Special assistants.....									
MANUAL-TRAINING SCHOOLS.									
Instructors.....	1	1,200			2	1,200			
Assistant instructors.....									
SCHOOLS OF COOKERY.									
Principal.....									
Instructors.....	6	456	48	744	7	456	48	744	48
SPECIAL TEACHERS.									
Music.....	5	2,640			5	2,640			
Drawing director.....	1	3,000			1	3,000			
Drawing assistant.....									
Physical-training director.....	1	1,800			1	1,800			
Physical-training assistant.....	1	8,000			1	8,000			
Sewing.....	29 {	* 108 to 744			29 {	* 108 to 744			
HORACE MANN SCHOOL FOR THE DEAF.									
Principal.....	1	2,508			1	2,508			
First assistant.....	1	900			1	900			
Assistant.....	8	700	100	800	9	700	100	800	800
EVENING SCHOOLS.									
Principal, high school.....	1	430	* 10	* 50	1	430	* 10	* 50	* 50
Assistant, high school.....	29	44			31	44			
Principals, elementary schools of over 100 pupils.....	16 {	45			16 {	45			
Principals, elementary schools of less than 100 pupils.....									
First assistants, elementary schools of less than 100 pupils.....	113 {	* 2.50			110 {	* 2.50			
Assistant, elementary schools of less than 100 pupils.....									
Masters, drawing schools.....									
Principals, drawing schools.....	23 {	* 1.50	* 1	* 10	24 {	* 1.50			
Head assistants, drawing schools.....									
Assistant, drawing schools.....									

* Junior masters rank as masters after thirteen years' service.

* This grade will be discontinued when the incumbents retire.

* There is also one special teacher of German who receives \$4 a week for three hours' actual service per week.

* Per week.

* Salary proportioned to the number of divisions taught.

* Per evening.

* Data not available.

TABLE 21.—*Salaries of public-school teachers in Boston, Mass., 1893, 1895, 1900, 1905, and 1913.*

Rank.	1893				1895				1900				1905				1913			
	Number.	Salary first year.	Annual increase.	Maximum salary.	Number.	Salary first year.	Annual increase.	Maximum salary.	Number.	Salary first year.	Annual increase.	Maximum salary.	Number.	Salary first year.	Annual increase.	Maximum salary.	Salary first year.	Annual increase.	Maximum salary.	
NORMAL SCHOOL.																				
Superintendent...	1	\$4,200			1	\$4,200			1	\$4,200			1	\$6,000						
Supervisors...	6	3,780			6	3,780			6	3,780			6	3,780						
Tenant officers...	17	1,235			17	1,235			19	1,326			21	1,400						
NORMAL SCHOOL.																				
Head master...	1	3,780	\$60	\$2,496	1	3,780	\$60	\$2,496	1	3,780	\$144	\$3,060	1	3,780	\$144	\$3,060				
Submaster...		2,196				2,196				2,340				2,340						
First assistants...		1,440	36	1,620		1,440	36	1,620		1,140	60	1,620		1,140	60	1,620				
Second assistants...		1,140	48	1,380		1,140	48	1,380												
Special instructor of kindergarten methods...	1	1,080			1	2,400														
Assistant instructor of kindergarten methods...					1	1,380			1	1,380										
Special teacher of songs and games.					1	240			1	240			1	1,200						
Teacher of household science and art.																				
HIGH SCHOOLS.																				
Head master...	7	3,780			7	3,780			9	3,780			10	3,780			\$3,204	\$144	\$4,068	
Masters...	2	3,168			2	3,168														
Junior masters...	20	2,880			23	2,880			30	3,060			41	3,060			2,340	144	3,204	
Assistant principals...	27	1,008	144	2,880	29	1,008	144	2,880	32	1,476	144	3,060	33	1,476	144	3,060	1,476	144	2,628	
First assistants...	1	1,800			1	1,800			2	1,620	72	1,896	3	1,620	72	1,896	1,620	72	1,980	
Assistants...	3	1,620			3	1,620											1,620	72	1,980	
Special assistants...	63	756	48	1,380	74	756	48	1,380	92	972	72	1,620	112	972	72	1,620	972	72	1,764	
Modern languages:																				
Director...	1	3,000			1	3,000														
Assistant directors...	2	1,500			2	1,500			3	1,500			2	1,800			1,188	72	1,620	
Mechanical department, instructors.	1	2,640			1	2,640											1,020	72	1,380	
Industrial department:																	600	72	960	
Instructors																	2,508			
Drawing instructors																				
Manual arts:																				
Instructors																	1,476	144	2,340	
Assistants.																	972	72	1,404	

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[illegible]

Combined figures for grammar and primary schools.

TABLE 21.—Salaries of public-school teachers in Boston, Mass., 1893, 1895, 1900, 1905, and 1913—Continued.

Rank.	1893				1895				1900				1905				1913			
	Number.	Salary first year.	Annual in-crease.	Maximum salary.	Number.	Salary first year.	Annual in-crease.	Maximum salary.	Number.	Salary first year.	Annual in-crease.	Maximum salary.	Number.	Salary first year.	Annual in-crease.	Maximum salary.	Number.	Salary first year.	Annual in-crease.	Maximum salary.
KINDERGARTENS.																				
Directors.....						\$2,880				1	\$2,880							\$1,500	\$120	\$1,680
Principals.....	41	\$600	\$36	\$708	52	600	\$36	\$708	73	600	\$48	\$792	94	624	\$24	\$792	24	672	48	1,032
Assistants.....	40	432	36	540	43	432	36	540	70	432	48	624	82	432	48	624	48	480	48	864
Special assistants.....	2	15			2	15				15				15						
MANUAL TRAINING SCHOOLS.																				
Director.....		2,004			1	2,004			1	2,508			1	2,508				3,060	120	3,420
Assistant directors.....						1,620							11	1,200				2,340	120	3,060
Instructors.....	3	1,200				1,200												1,500	120	2,340
Instructors, carpentry.....	8	804	48	900	14	804	48	900	27	804	48	960	32	804	48	960	72	1,212	72	1,644
Assistants.....																				
SCHOOLS OF COOKERY.																				
Directors.....	1	1,000			1	1,000			1	1,500								3,060	120	3,420
Assistant directors.....																		2,340	120	2,622
Instructors.....	10	468	48	744	13	468	48	744	21	552	48	866	25	552	48	866	48	600	48	1,176
SPECIAL TEACHERS.																				
Music:																				
Directors.....									1	3,000								3,756		
Assistant directors.....													1	3,000				2,004		
Instructors, high and grammar school.....									2	2,640			3	2,004	72	2,632		1,500	120	2,10
Instructors, grammar and primary school.....	1	2,640			1	2,640														
Assistants, primary schools.....	4	2,640			4	2,640														
Assistants.....	4	756			4	862			4	868										
Drawing:																				
Directors.....	1	3,000			1	3,000			1	3,000								3,600		
Assistant directors.....	1	1,800			1	1,800												2,508		
Assistants.....													3	1,500				1,500		

TABLE 22.—*Salaries of public-school teachers in Cincinnati, Ohio, 1834, 1836, 1839.*

Rank.	Sex.	1834		1836		1839	
		Num-ber.	Annual salary.	Num-ber.	Annual salary.	Num-ber.	Annual salary.
DISTRICT SCHOOLS.							
Principals.....	Male.....		\$400	14	\$500	{.....	\$540
Principals, female departments	Female.....		216	4	250		504
Assistants.....	Male.....		250	10	300		300
Assistants.....	Female.....		168	15	200		
First assistants.....	Male.....						340
First assistants.....	Female.....						240
Second assistants.....	Male.....						304
Second assistants.....	Female.....						216
Thrd assistants.....	Female.....						180

TABLE 23.—Salaries of public-school teachers in Cincinnati, Ohio, 1840 to 1879, inclusive—Continued.

Rank.	Sex.	1860		1861		1862		1863		1864		1865		1866		1867		1868		1869	
		Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.
Superintendent.....	Male.....	1	\$1,750	2	\$1,500	1	\$1,500	2	\$1,750	2	\$2,000	2	\$2,000	1	\$2,500	1	\$2,500	1	(1)	1	\$2,500
		1	1,500	2	1,188	2	1,188	2	1,320	2	1,600	3	1,600	4	1,936	4	1,936	4	(1)	2	2,200
		2	1,320	2	1,080	2	1,080	2	1,200	1	1,500	1	1,080	1	1,800	1	1,800	2	2,050	2	2,050
Principal. Assistant.....	Male.....	1	200	2	540	1	540	2	630	2	1,080	1	540	1	1,500	1	1,500	1	2,000	1	2,000
		2	600	2	540	2	540	1	800	2	1,080	1	540	1	1,500	1	1,500	1	2,000	1	2,000
		2	600	2	540	2	540	1	800	2	1,080	1	540	1	1,500	1	1,500	1	2,000	1	2,000
First assistants.....	Female.....	2	1,000	2	900	2	900	2	1,000	2	1,000	3	850	1	1,028	2	1,028	2	(1)	1	1,500
		2	1,000	2	900	2	900	2	1,000	2	1,000	3	850	1	1,028	2	1,028	2	(1)	1	1,500
		2	700	3	630	3	630	3	700	3	700	3	600	4	800	1	750	4	1,000	2	1,000
INTERMEDIATE SCHOOLS.		2	700	3	630	3	630	3	700	3	700	3	600	1	600	1	600	2	800	2	800
		4	1,320	3	1,152	3	1,152	2	1,320	2	1,600	2	1,600	2	1,900	1	2,000	1	2,100	1	2,100
		4	1,320	3	1,152	3	1,152	2	1,320	2	1,600	2	1,600	2	1,900	1	2,000	1	2,100	1	2,100
First assistants.....	Male.....	4	600	3	540	3	540	2	600	2	1,100	2	600	2	1,300	1	1,400	3	1,500	1	1,400
		4	600	3	540	3	540	2	600	2	1,100	2	600	2	1,300	1	1,400	3	1,500	1	1,400
		4	600	3	540	3	540	2	600	2	1,100	2	600	2	1,300	1	1,400	3	1,500	1	1,400
First assistants. Assistant.....	Female.....	4	600	3	540	3	540	2	600	2	1,100	2	600	2	1,300	1	1,400	3	1,500	1	1,400
		4	600	3	540	3	540	2	600	2	1,100	2	600	2	1,300	1	1,400	3	1,500	1	1,400
		4	600	3	540	3	540	2	600	2	1,100	2	600	2	1,300	1	1,400	3	1,500	1	1,400
Assistant.....	Female.....	2	450	2	406	2	406	2	406	5	450	16	450	7	800	9	800	15	800	15	800
		2	450	2	406	2	406	2	406	5	450	16	450	7	800	9	800	15	800	15	800
		3	400	4	364	4	364	3	450	7	450	2	450	2	750	6	750	3	750	3	750

Personship superintendent.....	Male.....	1	1,500	1	1,000	1	1,800	1	1,300	1	1,800	1	1,800	1	2,000	1	2,000	1	2,000
Personship assistant.....	Male.....	1	800	1	1,000	1	1,100	1	1,100	1	1,100	1	1,100	1	1,500	1	1,500	1	1,500
Personship assistants.....	Female.....	1	800	6	800	2	800	1	800	1	800	1	800	1	1,000	1	1,000	1	1,000
Gymnasium.....	Male.....	1	1,800	1	1,800	1	1,800	1	1,800	1	1,800	1	1,800	1	1,000	1	1,000	1	1,000
DEAF MUTE SCHOOL.																			
Principal.....	Male.....																		
Assistant.....	Male.....																		
Assistant.....	Female.....																		

1 Data not available.

2 For a part of his time only.

TABLE 24.—Salary schedule in force in Cincinnati from 1866 to 1886, inclusive.

	Rank.	Sex.	Salary first year.	Annual increase.	Maximum salary.
INTERMEDIATE SCHOOLS.					
Principals.....		Male.....	\$1,800	\$100	\$2,100
First assistants.....		Male.....	1,200	100	1,500
Second assistants.....		Male.....	1,000	100	1,300
Assistants 1.....		Male.....	700	100	900
Assistants.....		Female.....	600	50	800
DISTRICT SCHOOLS.					
Principals.....		Male.....	1,600	100	1,900
First assistants.....		Male.....	1,000	100	1,300
Assistants 1.....		Male.....	500	100	700
Assistants 2.....		Female.....	400	50	700

1 Men elected to positions provided for women.

2 From 1870 to 1875, inclusive, one female assistant at \$900 was assigned to each large school.

Drawing, assistants.....	Female.....	3	800	3	800	3	800	2	800	2	800	2	800	1	800	1	800	1	800	(1)	300	1	800	1	800
Penmanship, superintendent.....	Male.....	1	1,900	1	1,900	1	1,900	1	1,900	1	1,900	1	1,900	1	1,900	1	1,900	1	1,900	1	1,900	1	1,900	1	1,900
Penmanship, first assistant.....	Female.....	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200
Penmanship, teacher.....	Male.....	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200
Penmanship, teacher.....	Female.....	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200
DEAF-MUTE SCHOOL (MANUAL).																									
Teachers.....	Male.....	1	1,200	1	900	1	1,000	1	1,100	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200	(1)	1,200	1	1,200	1	800
Teachers.....	Female.....	1	500	1	400	1	450	1	500	1	550	1	550	1	700	1	700	1	700	1	700	1	700	1	800
ORAL DEAF-MUTE SCHOOL.																									
Teachers.....	Female.....	1	500	1	400	1	450	1	500	1	550	1	550	1	700	1	700	1	700	(1)	700	1	700	1	800

1 Data not available.

TABLE 26.—Salary schedules in force in Cincinnati, Ohio, during the above period.

Rank.	Sex.	1890-1898, inclusive.			1887-1891, inclusive.		
		Salary first year.	Annual increase.	Maximum salary.	Salary first year.	Annual increase.	Maximum salary.
INTERMEDIATE SCHOOLS.							
Principals.....	Male.....	\$1,800	\$100	\$2,100	\$1,800	\$100	\$2,100
First assistants.....	Male.....	1,200	100	1,500	1,200	100	1,500
Second assistants.....	Male.....	1,000	100	1,300	1,000	100	1,300
Assistant.....	Male.....	700	100	900	700	100	900
Assistant.....	Female.....	600	50	800	600	50	800
DISTRICT SCHOOLS.							
Principals.....	Male.....	1,600	100	1,900	1,600	100	1,900
First assistants.....	Male.....	1,000	100	1,300	1,000	100	1,300
Assistant.....	Male.....	500	100	700	500	100	700
Assistant.....	Female.....	400	50	700	400	50	700

1 Men elected to positions provided for women.

2 Maximum salary of principals of district schools with less than 500 pupils, \$1,600.

TABLE 27.—Salary schedules in force in Cincinnati, Ohio, 1896, 1907, and 1913.

Rank.	1896			1907			1913		
	Salary first year.	Annual increase.	Maximum salary.	Salary first year.	Annual increase.	Maximum salary.	Salary first year.	Annual increase.	Maximum salary.
Superintendent.....	\$4,500	.....	.....	.....	.....	.....	.....	.....	.....
NORMAL SCHOOL.									
Principal.....	2,200	.....	.....	.....	.....	.....	.....	.....	.....
Critic teachers.....	1,000	.....	.....	.....	.....	.....	.....	.....	.....
HIGH SCHOOLS.									
Principals.....	.....	.....	.....	\$2,000	\$100	\$3,500	.....	.....	.....
Teachers:	.....	.....	.....	.....	.....	.....	.....	.....	.....
Male.....	.....	.....	.....	1,500	100	2,300	\$1,500	.....	\$2,800
Female.....	.....	.....	.....	1,000	100	1,800	1,000	.....	1,800
Instructors:	.....	.....	.....	.....	.....	.....	.....	.....	.....
Male.....	.....	.....	.....	.....	.....	.....	1,000	.....	1,800
Female.....	.....	.....	.....	.....	.....	.....	600	.....	1,300
INTERMEDIATE SCHOOLS.									
Principals.....	1,800	\$100	\$2,100	.....	.....	.....	.....	.....	.....
First assistants.....	1,200	100	1,500	1,200	100	1,600	.....	.....	.....
Second assistants.....	1,000	100	1,300	.....	.....	.....	.....	.....	.....
Female assistants.....	600	50	800	.....	.....	.....	.....	.....	.....
DISTRICT SCHOOLS.									
Principals (average over 500 pupils).....	1,600	100	1,900	.....	.....	.....	.....	.....	.....
First assistants.....	1,000	100	1,300	1,000	100	1,200	.....	.....	.....
Female assistants.....	400	50	700	.....	.....	.....	.....	.....	.....
ELEMENTARY SCHOOLS.									
Principals:	.....	.....	.....	.....	.....	.....	.....	.....	.....
Over 600 pupils.....	.....	.....	.....	1,900	100	2,400	1,900	\$100	2,400
400-600 pupils.....	.....	.....	.....	1,600	100	1,900	1,600	100	1,900
250-400 pupils.....	.....	.....	.....	1,500	100	1,700	1,500	100	1,700
Under 250 pupils.....	.....	.....	.....	1,200	100	1,500	1,200	100	1,500
Teachers.....	.....	.....	.....	600	50	1,000	450	50	1,000
College graduates.....	.....	.....	.....	.....	.....	.....	600	50	1,000
KINDERGARTENS.									
Supervisors.....	.....	.....	.....	1,500	100	1,800	1,500*	100	1,800
Directors.....	.....	.....	.....	500	50	750	500	50	750
Assistants.....	.....	.....	.....	.....	.....	.....	300	50	500
SPECIAL TEACHERS.									
Drawing:	.....	.....	.....	.....	.....	.....	.....	.....	.....
Supervisors.....	1,600	100	1,900	2,000	100	2,400	2,000	100	2,400
First assistant.....	900	100	1,200	.....	.....	.....	.....	.....	.....
Assistants.....	600	50	800	650	50	1,050	650	50	1,050
Music:	.....	.....	.....	.....	.....	.....	.....	.....	.....
Supervisors.....	2,100	.....	.....	2,100	100	2,400	2,000	100	2,400
Assistants, male.....	1,200	100	1,600	.....	.....	.....	.....	.....	.....
Assistants, female.....	800	100	1,200	.....	.....	.....	.....	.....	.....
Special teachers.....	.....	.....	.....	1,300	100	1,700	1,300	100	1,700
Manual training:	.....	.....	.....	.....	.....	.....	.....	.....	.....
Supervisors.....	.....	.....	.....	1,800	100	2,400	1,900	100	2,400
Special teachers.....	.....	.....	.....	900	100	1,500	900	100	1,500
Physical training:	.....	.....	.....	.....	.....	.....	.....	.....	.....
Supervisors.....	1,600	100	1,900	2,000	100	2,400	2,000	100	2,400
Assistants.....	600	50	800	.....	.....	.....	.....	.....	.....
Assistants, male.....	.....	.....	.....	900	100	1,500	900	100	1,500
Assistants, female.....	.....	.....	.....	650	50	1,050	650	50	1,050
Domestic science:	.....	.....	.....	.....	.....	.....	.....	.....	.....
Supervisors.....	.....	.....	.....	1,500	100	1,800	1,500	100	1,800
Special teachers.....	.....	.....	.....	650	50	1,050	650	50	1,050
German:	.....	.....	.....	.....	.....	.....	.....	.....	.....
Supervisors.....	.....	.....	.....	2,100	100	2,500	2,100	100	2,500
Assistants.....	.....	.....	.....	1,200	100	1,600	.....	.....	.....
Penmanship:	.....	.....	.....	.....	.....	.....	.....	.....	.....
Supervisors.....	1,600	100	1,900	.....	.....	.....	.....	.....	.....
Assistants.....	600	50	800	650	50	1,050	650	50	1,050
Oral and blind:	.....	.....	.....	.....	.....	.....	.....	.....	.....
Special teachers.....	.....	.....	.....	.....	.....	.....	650	50	1,050

* Not to exceed \$1,600, if average is less than 500 pupils.

TABLE 28.—Salaries of public-school teachers in St. Louis, Mo., for certain years from 1837 to 1848.

Rank.	Sex.	1837		1838		January, 1842		June, 1842		December, 1842		1843		1844		1845		1846		1847		1848	
		Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.
Superintendent.....	Male.....	1	\$900	2	\$900	1	\$300	3	\$900	3	\$600	1	\$700	1	\$700	1	\$700	1	\$700	1	\$900	1	\$900
Principals.....	Male.....					1	900			2	500	4	500	1	500	500	500	500	500		600		750
Principals.....	Female.....	1	500	2	500	1	800	3	500	3	360	3	360	1	400	400	400	400	400		380		450
Principals.....	Female.....					1	500					2	300	4	300	300	300	300	300		400		400
Assistants.....	Male.....					2	400									250	250	250	250				
Assistants.....	Female.....						200		250		200		200		250	250	250	250	250				

Same in 1841.

*** Same in 1849.**

TABLE 29.—Salaries of public-school teachers in St. Louis, Mo., for certain years from 1854-1879.

[illegible]

¹ An assistant superintendent for the German department was employed in 1865 and thereafter, and an English assistant superintendent in 1868. Their salaries are not stated.

² Salary in 1850 and 1851, \$1,000; in 1852 and 1853, \$1,500 per annum.

Rank.	Sex.	1870		1871		1872		1873		1874		1875		1876		1877		1878		1879	
		Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.
Assistant.....	Female.....	350 328 300	12 12 40	400 375 350	21 58 10	400 375 350	22 72 21	425 400 375	16 29 14	400 375 350	1 4 14	400 375 350	1 4 14	800 700 600	21 31 17	600 550 450	22 23 24	650 600 500	22 23 24	650 600 500	22 23 24
SPECIAL TEACHERS.																					
Music.....	Male.....	1	600	1	1,200	1	1,200	1	1,200	1	800	1	800	1	1,300	1	1,300	2	1,500	3	2,000
Drawing.....	Male.....																				
Physical education.....	Male.....																				
Writing.....	Male.....																				
NORMAL SCHOOL.																					
Superintendent.....	Male.....	1	()	1	()	1	()	1	()	1	()	1	()	1	()	1	()	1	()	1	()
Assistant superintendent.....	Male.....	1	()	1	()	1	()	1	()	1	()	1	()	1	()	1	()	1	()	1	()
Assistant superintendent (German department).....	Male.....	1	()	1	()	1	()	1	()	1	()	1	()	1	()	1	()	1	()	1	()
Principal.....	Female.....	1	\$2,500	1	\$2,500	1	\$3,200	1	\$3,000	1	\$3,000	1	\$3,000	1	\$3,000	1	\$2,775	1	\$2,600	1	\$2,600
Principal.....	Male.....						1,500		1,500		1,500		1,500		1,400		1,285		950		950
Assistant.....	Male.....	1	1,300	1	1,400	1	1,300	1	1,400	1	1,400	1	1,400	1	1,400	1	1,400	1	850	1	850
Assistant.....	Female.....	2	1,900	1	1,100	2	1,100	3	1,100	3	1,100	4	1,100	4	1,100	3	1,018	2	800	2	800
Assistant.....	Female.....	3	750	1	900	2	900	4	900	3	900	3	900	2	900	1	925	1	700	1	750
HIGH SCHOOL.																					
Principal.....	Male.....	1	3,000	1	3,200	1	3,200	1	3,000	1	3,000	1	3,000	1	3,000	1	2,775	1	2,600	1	2,600
Assistant.....	Male.....	1	2,250	1	2,250	1	2,250	1	2,250	1	2,250	1	2,250	1	2,400	1	2,061	1	2,000	1	2,000
Assistant.....	Male.....	3	2,000	1	2,000	1	2,000	2	2,000	2	2,000	1	2,250	2	2,250	5	1,550	4	1,800	3	1,800
Assistant.....	Male.....	1	1,500	1	1,700	1	1,800	1	1,900	2	1,700	2	1,700	2	2,000	2	1,500	4	1,400	1	1,500
Assistant.....	Male.....	2	1,600	2	1,600	2	1,700	2	1,800	1	1,200	2	1,200	2	1,800	2	1,900	1	1,400	1	1,400

* Called "intermediate schools" prior to 1871.

† Salary not stated.

TABLE 29.—Salaries of public-school teachers in St. Louis, Mo., for certain years from 1854 to 1879—Continued.

Rank.	Sex.	1870		1871		1872		1873		1874		1875		1876		1877		1878		1879	
		Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.
HIGH SCHOOL—continued.																					
Female.		2	\$1,400	1	\$1,400	1	\$1,400	1	\$1,400	2	\$1,400	1	\$1,600	2	\$1,400	1	\$1,295	1	\$1,200	2	\$1,200
		1	1,100	1	1,200	2	1,100	2	1,100	3	1,000	2	1,400	1	1,200	1	1,233	1	1,150	2	950
		1	1,000	2	1,000	2	900	4	900	2	900	2	1,100	2	1,100	2	1,017	2	950	1	800
		1	900	1	900	1	800					1	900	1	800	1	833	1	750		
		1	750	1	700							1	500	1	700	1	644	1	475		
																1	480				
BRANCH HIGH SCHOOL.																					
Male.		1	2,250	1	2,250	1	2,750	1	2,400	1	2,400	1	2,400	1	2,400	1	2,220	1	2,000	1	2,000
								3	2,250	3	2,250	4	2,250	4	2,250	4	2,081				
Female.		1	2,000	1	2,000			1	1,700	1	1,400	1	1,400	2	1,400	4	1,295	2	1,200	3	1,200
Male.		1	2,000	1	2,000			1	1,300	2	1,400	3	1,900	2	1,400	2	1,200	1	1,000		
									1	900	1	800	3	900	2	1,200	1	1,018	1	1,000	
Female.		1	900	1	1,100	3	1,200	1	1,400	2	1,400	3	1,400	2	1,400	2	1,285	1	1,000	1	1,200
				3	900	4	900	2	1,300	1	1,300	1	1,200	2	1,255	9	833	4	850	1	1,050
Female.		2	800	7	800	10	800	10	800	10	800	2	1,000	1	1,200	1	786	1	800	1	950
				4	700	4	700	2	800	5	800	10	900	10	900	5	740	1	700	4	800
								1	750	1	700	3	800	3	800	6	664	1	700	1	750
								1	700	1	700	2	700	3	750	2		1	700	1	760
DISTRICT SCHOOLS.																					
Male.		17	2,000	16	2,250	14	2,200	13	2,200	1	2,250	11	2,200	12	2,200	16	2,035	23	2,000	23	2,000
		2	1,500	1	2,000	1	2,000	1	2,000	12	2,200	9	2,000	8	2,000	5	1,850	2	1,800	1	1,800
		1	1,700	5	1,500	3	1,600	11	1,800	11	2,000	1	1,800			1	1,700	1	1,700	1	1,700
				1	1,700	3	1,500	3	1,700	1	1,800					1	1,500	2	1,100	2	1,100
						1	900	3	1,500	2	1,500	1	1,200			1	1,110	1	1,050	1	1,050
								3	1,200	3	1,200	1	925			1	1,018	2	900	2	900
								4	1,000	4	900	3	833			3	800	4	800	3	800
								1	900	1	900	2	740			2	750	2	750	2	750
									700			2	648			3	600	3	600	2	600
												2				1	600	1	600	1	600

[illegible]

2 For half the time.

1 Called "intermediate schools" prior to 1871.

TABLE 29. —Salaries of public-school teachers in St. Louis, Mo., for certain years from 1854 to 1879—Continued.

Rank.	Sex.	1870		1871		1872		1873		1874		1875		1876		1877		1878		1879	
		Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.
DISTRICT SCHOOLS—continued. German teachers.....	Female....	16	\$750	3	\$1,000	6	\$1,000	6	\$1,000	8	\$1,000	7	\$1,000	8	\$1,000	8	\$925	8	\$850	9	\$850
		6	650	15	750	1	900	1	900	11	750	15	750	1	850	1	786	2	800	2	800
		1	800	7	700	6	800	11	750	7	700	1	700	1	850	1	740	4	750	2	750
		4	550	2	650	14	750	2	700	3	650	14	650	12	700	12	694	11	700	11	700
		7	400	5	600	1	700	9	650	17	600	8	600	1	700	4	648	3	650	1	650
				3	550	4	650	14	600	6	550	7	550	17	650	16	601	15	600	16	600
				3	500	9	600	4	550	5	500	3	500	13	600	9	555	7	555	4	555
				4	400	6	500	4	500	3	400	1	1,400	5	520	3	508	1	550	2	500
				3		4	500	5	400	3	1,400	1		2	500	8	463	1	500	9	463
														1	1,400	1	1,400	13	463	2	450
Special teachers of music, drawing, and writing.	Male.....	4	2,000	4	2,000	4	2,000	3	2,000	3	2,000	3	2,000	4	2,000	4	1,500	4	1,500	3	1,500
				1	1,500	1	1,600	1	1,600	1	1,700	1	1,800	1	1,900	2	749	2	1,400	1	1,500
						2	1,500	2	1,500					1	1,500	1	480	1	800	1	800
																		1	1,250	1	1,250
														1	1,000	1	925	1	1,500	1	850
Special teachers, etc.....	Female....																			1	850
																				1	750
																				1	200

For half the time.

TABLE 30.—*Schedules of salaries of public-school teachers in St. Louis, Mo., 1879 to 1882, inclusive.*

Rank.	1879					1880					1881					1882				
	First year.	Second year.	Third year.	Fourth year.	Fifth year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.
NORMAL AND HIGH SCHOOLS.																				
Principal of normal school.....	\$2,400	\$2,500	\$2,600			\$2,400	\$2,500	\$2,600			\$2,400	\$2,500	\$2,600			\$2,400	\$2,500	\$2,600		
Principal of high school.....	2,400	2,500	2,600			2,400	2,500	2,600			2,400	2,500	2,600			2,400	2,500	2,600		
Assistant principal.....	1,600	1,700	1,800	\$1,900	\$2,000	1,600	1,700	1,800	\$1,900	\$2,000	1,600	1,700	1,800	\$1,900	\$2,000	1,600	1,700	1,800	\$1,900	\$2,000
First assistant.....	1,400	1,500	1,600	1,700	1,800	1,400	1,500	1,600	1,700	1,800	1,400	1,500	1,600	1,700	1,800	1,400	1,500	1,600	1,700	1,800
Second assistant.....	1,000	1,060	1,100	1,150	1,200	1,000	1,060	1,100	1,150	1,200	1,000	1,060	1,100	1,150	1,200	1,000	1,060	1,100	1,150	1,200
Third assistant.....	750	800	850	900	950	750	800	850	900	950	750	800	850	900	950	750	800	850	900	950
Fourth assistant.....	650	700	750	800		650	700	750	800		650	700	750	800		650	700	750	800	
Fifth assistant.....																				
DISTRICT SCHOOLS.																				
Principals of—																				
First-class schools 1.....	1,700	1,800	1,900	2,000		1,700	1,800	1,900	2,000		1,700	1,800	1,900	2,000		1,700	1,800	1,900	2,000	
Second-class schools.....	1,500	1,600	1,700	1,800		1,500	1,600	1,700	1,800		1,500	1,600	1,700	1,800		1,500	1,600	1,700	1,800	
Third-class schools.....	1,200	1,300	1,400	1,500		1,200	1,300	1,400	1,500		1,200	1,300	1,400	1,500		1,200	1,300	1,400	1,500	
Fourth-class schools.....	900	950	1,000	1,050	1,100	900	950	1,000	1,050	1,100	900	950	1,000	1,050	1,100	900	950	1,000	1,050	1,100
Fifth-class schools.....	800	850	900			800	850	900			800	850	900			800	850	900		
Sixth-class schools.....	700	750	800			700	750	800			700	750	800			700	750	800		
Seventh-class schools.....	600	650				600	650				600	650				600	650			
Assistant principal.....	1,000	1,050	1,100	1,150	1,200	1,000	1,050	1,100	1,150	1,200	1,000	1,050	1,100	1,150	1,200	1,000	1,050	1,100	1,150	1,200
Head assistant.....	650	700	750	800	850	650	700	750	800	850	650	700	750	800	850	650	700	750	800	850
First assistant.....	500	550	600	650	700	500	550	600	650	700	500	550	600	650	700	500	550	600	650	700
Second assistant.....	450	475	500	525	550	450	475	500	525	550	450	475	500	525	550	450	475	500	525	550
Third assistant.....	400	450	463	509	555	400	450	463	509	555	400	450	463	509	555	400	450	463	509	555
Fourth assistant (half day).....	200	250	300			200	250	300			200	250	300			200	250	300		

1 "The class to which a school belongs is determined by the number of regular assistants to which the school is entitled. The grade of pupils taught does not affect the classification of the school.

2 "school entitled to 18 or more regular assistants ranks as first class; to 12 and not more than 17 assistants, as second class; to 10 and not more than 12 assistants, as third class; to 8 or 9 assistants, as fourth class; to 6 or 7 assistants, as fifth class; to 4 or 5 teachers, as sixth class; to less than 4 teachers, as seventh class.

3 "In the assignment of teachers there shall be an average of at least 1 assistant for each 20 pupils in the Normal School, 1 assistant to each 30 pupils in the High School, 1 assistant to each 30 pupils in the fifth, sixth, seventh, and eighth years, and 1 assistant to each 60 pupils in the first, second, third, and fourth years in the district schools.

TABLE 30.—Schedules of salaries of public-school teachers in St. Louis, Mo., 1879 to 1882, inclusive—Continued.

Rank.	1879					1880					1881					1882					
	First year.	Second year.	Third year.	Fourth year.	Fifth year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	
KINDERGARTENS.																					
Supervisor.....	\$450	\$475	\$500	\$550	\$600	\$450	\$475	\$500	\$550	\$600	\$450	\$475	\$500	\$550	\$600	\$450	\$475	\$500	\$550	\$600	
Director (whole day).....	250	275	300	325	350	250	275	300	325	350	250	275	300	325	350	250	275	300	325	350	
Director (half day).....	200					200					200					200					
Paid assistant (whole day).....	125					125					125					125					
Paid assistant (half day).....																					
SPECIAL TEACHERS.																					
Music.....	1,300	1,400	1,500			1,350					1,200	1,300	1,400	1,500		1,200	1,300	1,400	1,500		
DEAF-MUTE SCHOOL.																					
Principal.....											650	700	750	800	850	650	700	750	800	850	

TABLE 31.—Schedules of salaries of public-school teachers in St. Louis, Mo., 1883-84, 1886-87.

Rank.	1883					1884					1886					1887					
	First year.	Second year.	Third year.	Fourth year.	Fifth year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	
NORMAL AND HIGH SCHOOLS.																					
Principal of Normal School.....	\$2,400	\$2,500	\$2,600			\$2,400	\$2,500	\$2,600	\$2,750		\$2,400	\$2,500	\$2,600	\$2,750		\$2,400	\$2,500	\$2,600	\$2,750		
Principal of High School.....	2,400	2,500	2,600			2,400	2,500	2,600	2,750		2,400	2,500	2,600	2,750		2,400	2,500	2,600	2,750		
Assistant principal.....	1,700	1,800	1,900	\$2,000		1,700	1,800	1,900	2,000		1,700	1,800	1,900	2,000		1,700	1,800	1,900	2,000		
First assistant.....	1,600	1,700	1,800	1,900	\$1,950	1,600	1,700	1,800	1,900	\$1,950	1,600	1,700	1,800	1,900	\$1,950	1,600	1,700	1,800	1,900	\$1,950	
Second assistant.....	1,400	1,500	1,600	1,700	1,800	1,400	1,500	1,600	1,700	1,800	1,400	1,500	1,600	1,700	1,800	1,400	1,500	1,600	1,700	1,800	

Third assistant.....	1,000	1,050	1,100	1,150	1,200	1,000	1,050	1,100	1,150	1,200	1,000	1,050	1,100	1,150	1,200
Fourth assistant.....	750	800	850	900	950	750	800	850	900	950	750	800	850	900	950
Fifth assistant.....	650	700	750	800	850	650	700	750	800	850	650	700	750	800	850
DISTRICT SCHOOLS.															
Principal of—															
First-class school.....	1,700	1,800	1,900	2,000	2,100	1,700	1,800	1,900	2,000	2,100	1,700	1,800	1,900	2,000	2,100
Second-class school.....	1,500	1,600	1,700	1,800	1,900	1,500	1,600	1,700	1,800	1,900	1,500	1,600	1,700	1,800	1,900
Third-class school.....	1,200	1,300	1,400	1,500	1,600	1,200	1,300	1,400	1,500	1,600	1,200	1,300	1,400	1,500	1,600
Fourth-class school.....	1,000	1,100	1,200	1,300	1,400	1,000	1,100	1,200	1,300	1,400	1,000	1,100	1,200	1,300	1,400
Fifth-class school.....	800	850	900	1,000	1,050	800	850	900	1,000	1,050	800	850	900	1,000	1,050
Sixth-class school.....	700	750	800	850	900	700	750	800	850	900	700	750	800	850	900
Seventh-class school.....	600	650	700	750	800	600	650	700	750	800	600	650	700	750	800
Head assistant.....	650	700	750	800	850	650	700	750	800	850	650	700	750	800	850
First assistant.....	500	550	600	650	700	500	550	600	650	700	500	550	600	650	700
Second assistant.....	440	480	520	560	600	440	480	520	560	600	440	480	520	560	600
Third assistant.....	400	440	480	520	560	400	440	480	520	560	400	440	480	520	560
Fourth assistant (half day).....	200	250	300	350	400	200	250	300	350	400	200	250	300	350	400
KINDERGARTENS.															
Superintendent.....	900	950	1,000	1,050	1,100	900	950	1,000	1,050	1,100	900	950	1,000	1,050	1,100
Director (whole day).....	500	550	600	650	700	500	550	600	650	700	500	550	600	650	700
Director (half day).....	300	350	400	450	500	300	350	400	450	500	300	350	400	450	500
Paid assistant (whole day).....	250	275	300	325	350	250	275	300	325	350	250	275	300	325	350
Paid assistant (half day).....	125	150	175	200	225	125	150	175	200	225	125	150	175	200	225
Supervisor of music.....	1,200	1,300	1,400	1,500	1,600	1,200	1,300	1,400	1,500	1,600	1,200	1,300	1,400	1,500	1,600
Supervisor of drawing.....	1,200	1,300	1,400	1,500	1,600	1,200	1,300	1,400	1,500	1,600	1,200	1,300	1,400	1,500	1,600
Assistant supervisor of drawing.....	1,200	1,300	1,400	1,500	1,600	1,200	1,300	1,400	1,500	1,600	1,200	1,300	1,400	1,500	1,600
DEAF-MUTE SCHOOL.															
Principal.....	1,000	1,100	1,200	1,300	1,400	1,000	1,100	1,200	1,300	1,400	1,000	1,100	1,200	1,300	1,400
Assistant.....	400	440	480	520	560	400	440	480	520	560	400	440	480	520	560

Rank.	Sex.	1870		1871		1872		1873		1874		1875		1876		1877		1878		1879	
		Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.
Assistants.....	Female.....	350 325 300	400 375 350	400 375 350	425 400 375	400 375 350	425 400 375	400 375 350	425 400 375	400 375 350	425 400 375	400 375 350	425 400 375	400 375 350	425 400 375	400 375 350	425 400 375	400 375 350	425 400 375	400 375 350	425 400 375
SPECIAL TEACHERS.																					
Music.....	Male.....	600	1,200	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200	1	1,200	2	1,500	3	2,000	3	2,000
Drawing.....	Male.....																				
Physical education	Male.....																				
Writing.....	Male.....																				
NORMAL SCHOOL.																					
Superintendent.....	Male.....	1	()	1	()	1	()	1	()	1	()	1	()	1	()	1	()	1	()	1	()
Assistant superintendent.....	Male.....	1	()	1	()	1	()	1	()	1	()	1	()	1	()	1	()	1	()	1	()
Assistant superintendent (German department).	Male.....	1	()	1	()	1	()	1	()	1	()	1	()	1	()	1	()	1	()	1	()
Principal.....	Female.....	1	\$2,500	1	\$2,500	1	\$2,500	1	\$2,500	1	\$2,500	1	\$2,500	1	\$2,500	1	\$2,500	1	\$2,500	1	\$2,500
Assistant.....	Male.....	1	1,300	1	1,400	1	1,400	1	1,400	1	1,400	1	1,400	1	1,400	1	1,400	1	1,400	1	1,400
Assistant.....	Female.....	2	900	1	1,100	1	1,100	1	1,100	1	1,100	1	1,100	1	1,100	1	1,100	1	1,100	1	1,100
Assistant.....	Female.....	3	750	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000	1	1,000
HIGH SCHOOL.																					
Principal.....	Male.....	1	3,000	1	3,200	1	3,200	1	3,000	1	3,000	1	3,000	1	3,000	1	2,775	1	2,800	1	2,800
Assistant.....	Male.....	1	2,250	1	2,250	1	2,250	1	2,250	1	2,250	1	2,250	1	2,250	1	2,061	1	2,000	1	2,000
Assistant.....	Male.....	3	2,000	1	2,000	1	2,000	1	2,000	1	2,000	1	2,000	1	2,000	1	1,850	1	1,800	1	1,800
Assistant.....	Male.....	1	1,500	1	1,700	1	1,800	1	1,800	1	1,800	1	1,800	1	1,800	1	1,800	1	1,800	1	1,800
Assistant.....	Male.....	2	1,500	2	1,600	2	1,700	2	1,800	2	1,800	2	1,800	2	1,800	2	1,800	2	1,800	2	1,800

* Called "intermediate schools" prior to 1871.

† Salary not stated.

TABLE 29.—Salaries of public-school teachers in St. Louis, Mo., for certain years from 1854 to 1879—Continued.

Rank.	Sex.	1870		1871		1872		1873		1874		1875		1876		1877		1878		1879	
		Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.
HIGH SCHOOL—continued.																					
Assistants.....	Female.....	2	\$1,400	1	\$1,400	1	\$1,400	2	\$1,400	2	\$1,400	1	\$1,600	2	\$1,400	1	\$1,295	1	\$1,200	2	\$1,200
		1	1,100	2	1,200	2	1,100	3	1,100	2	1,000	2	1,400	1	1,200	1	1,203	2	1,150	2	950
		1	1,000	2	1,000	2	900	4	900	2	900	2	1,100	2	1,100	2	1,017	2	950	1	800
		1	900	1	900	1	800					1	800	1	800	1	833	1	750		
		1	750	1	700							1	500	1	700	1	644	1	475		
																	460				
BRANCH HIGH SCHOOL. ¹																					
Principals.....	Male.....	1	2,250	1	2,250	1	2,750	1	2,400	1	2,400	1	2,400	1	2,400	1	2,220	1	2,000	1	2,000
Principal.																					
Assistants.....	Female.....	1	2,000	1	2,000	3	2,250	3	2,250	3	2,250	4	2,250	4	2,250	4	2,081				
	Male.....	1	2,000	1	2,000	1	2,000	1	1,800	1	1,400	1	1,400	2	1,400	2	1,265	2	1,200	3	1,200
																	1,265	1	1,000		
																	1,265	1	1,000		
Assistants.....	Female.....	1	900	1	1,100	3	1,200	1	1,400	2	1,400	3	1,400	2	1,400	2	1,225	1	1,000	1	1,200
				3	900	4	900	2	1,300	1	1,300	1	1,200	2	1,400	2	1,225	4	850	1	1,000
		2	800	7	800	7	800	10	800	10	800	10	1,200	1	1,200	9	853	4	850	1	1,000
Assistants.....	Female.....			1	700	4	700	2	800	5	900	2	1,000	10	900	5	740	1	800	4	800
														3	800	3	694	1	700	1	700
														2	700	2	648	1	700	1	700
DISTRICT SCHOOLS.																					
Principals.....	Male.....	17	2,000	16	2,250	14	2,200	13	2,200	1	2,250	11	2,200	12	2,200	10	2,035	23	2,000	23	2,000
		2	1,500	3	2,000	1	2,000	1	2,000	12	2,000	9	2,000	8	2,000	5	1,850	2	1,800	1	1,800
		1	700	5	1,600	3	1,600	1	1,800	11	2,000	1	1,800				1,700	1	1,700	1	1,700
				1	1,700	3	1,500	3	1,700	1	1,800						1,500	2	1,500	1	1,500
																	1,110	1	1,050	2	1,200
																	1,018	1	1,000	1	1,000
																	923	2	900	2	950
																	853	4	800	2	800
																	740	2	750	2	750
																	648	3	650	2	650
																	648	3	650	1	600
																	648	3	650	1	600

[illegible]

2 For half the time.

Called "intermediate schools" prior to 1871.

TABLE 29.—Salaries of public-school teachers in St. Louis, Mo., for certain years from 1854 to 1879—Continued.

Rank.	Sex.	1870		1871		1872		1873		1874		1875		1876		1877		1878		1879		
		Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	Number.	Annual salary.	
DISTRICT SCHOOLS—continued.																						
German teachers.....	Female.....	16	\$750	3	\$1,000	6	\$1,000	6	\$1,000	8	\$1,000	7	\$1,000	8	\$1,000	8	\$925	8	\$950	9	\$950	
		6	650	15	750	1	900	11	900	11	900	15	750	1	850	1	785	2	800	2	800	
		1	600	7	700	6	800	11	750	7	700	3	700	1	700	1	740	2	750	2	750	
		4	550	2	650	14	750	2	650	17	650	5	600	12	700	12	694	11	700	11	700	
		7	400	5	600	1	700	9	650	17	600	8	600	1	700	4	648	8	650	1	650	
				2	550	4	650	14	600	6	550	7	550	16	650	10	601	15	600	16	600	
				3	500	6	600	4	550	5	500	3	500	17	600	3	555	7	555	4	555	
				4	400	6	550	4	500	3	400	1	400	2	500	1	463	1	500	2	500	
						5	400	5	400	3	400	1	400	13	400	3	458	1	480	2	480	
Special teachers of music, drawing, and writing.	Male.....	4	2,000	4	2,000	4	2,000	3	2,000	3	2,000	3	2,000	3	2,000	4	1,500	2	1,500	3	1,500	
						1	1,600	1	1,600	1	1,700	1	1,800	1	1,900	2	1,418	2	1,400	1	1,500	
								2	1,500						1,500	1	480	1	1,800			
Special teachers, etc.....	Female.....													1	1,000	1	925	1	1,250	1	950	
																2	833	1	1,500	1	950	
																	1	740	1	1,800	1	750
																	1	648	1	1,200	1	700

If for half the time.

TABLE 30.—Schedules of salaries of public-school teachers in St. Louis, Mo., 1879 to 1882, inclusive.

Rank.	1879					1880					1881					1882				
	First year.	Second year.	Third year.	Fourth year.	Fifth year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.
NORMAL AND HIGH SCHOOLS.																				
Principal of normal school.....	\$2,400	\$2,500	\$2,600			\$2,400	\$2,500	\$2,600			\$2,400	\$2,500	\$2,600			\$2,400	\$2,500	\$2,600		
Principal of high school.....	2,400	2,500	2,600			2,400	2,500	2,600			2,400	2,500	2,600			2,400	2,500	2,600		
Assistant principal.....	1,600	1,700	1,800	\$1,900	\$2,000	1,600	1,700	1,800	\$1,900	\$2,000	1,600	1,700	1,800	\$1,900	\$2,000	1,600	1,700	1,800	\$1,900	\$2,000
First assistant.....	1,400	1,500	1,600	1,700	1,800	1,400	1,500	1,600	1,700	1,800	1,400	1,500	1,600	1,700	1,800	1,400	1,500	1,600	1,700	1,800
Second assistant.....	1,000	1,050	1,100	1,150	1,200	1,000	1,050	1,100	1,150	1,200	1,000	1,050	1,100	1,150	1,200	1,000	1,050	1,100	1,150	1,200
Third assistant.....	750	800	850	900	950	750	800	850	900	950	750	800	850	900	950	750	800	850	900	950
Fourth assistant.....	650	700	750	800		650	700	750	800		650	700	750	800		650	700	750	800	
Fifth assistant.....																				
DISTRICT SCHOOLS.																				
Principals of—																				
First-class schools.....	1,700	1,800	1,900	2,000		1,700	1,800	1,900	2,000		1,700	1,800	1,900	2,000		1,700	1,800	1,900	2,000	
Second-class schools.....	1,500	1,600	1,700	1,800		1,500	1,600	1,700	1,800		1,500	1,600	1,700	1,800		1,500	1,600	1,700	1,800	
Third-class schools.....	1,200	1,300	1,400	1,500		1,200	1,300	1,400	1,500		1,200	1,300	1,400	1,500		1,200	1,300	1,400	1,500	
Fourth-class schools.....	900	950	1,000	1,050		900	950	1,000	1,050		900	950	1,000	1,050		900	950	1,000	1,050	
Fifth-class schools.....	800	850	900			800	850	900			800	850	900			800	850	900		
Sixth-class schools.....	700	750	800			700	750	800			700	750	800			700	750	800		
Seventh-class schools.....	600	650				600	650				600	650				600	650			
Assistant principal.....	1,000	1,050	1,100	1,150	1,200	1,000	1,050	1,100	1,150	1,200	1,000	1,050	1,100	1,150	1,200	1,000	1,050	1,100	1,150	1,200
Head assistant.....	650	700	750	800	850	650	700	750	800	850	650	700	750	800	850	650	700	750	800	850
First assistant.....	500	550	600	650	700	500	550	600	650	700	500	550	600	650	700	500	550	600	650	700
Second assistant.....	450	475	500	525	550	450	475	500	525	550	450	475	500	525	550	450	475	500	525	550
Third assistant.....	400	450	463	509	555	400	450	463	509	555	400	450	463	509	555	400	450	463	509	555
Fourth assistant (half day).....	200	250	300			200	250	300			200	250	300			200	250	300		

1. "The class to which a school belongs is determined by the number of regular assistants to which the school is entitled. The grade of pupils taught does not affect the classification of the school.

"A school entitled to 18 or more regular assistants ranks as first class; to 13 and not more than 17 assistants, as second class; to 10 and not more than 12 assistants, as third class; to 8, 9 assistants, as fourth class; to 6 or 7 assistants, as fifth class; to 4 or 5 teachers, as sixth class; to less than 4 teachers, as seventh class.

In the assignment of teachers there shall be an average of at least 1 assistant for each 20 pupils in the Normal School, 1 assistant to each 30 pupils in the High School, 1 assistant to each 50 pupils in the fifth, sixth, seventh, and eighth years, and 1 assistant to each 60 pupils in the first, second, third, and fourth years in the district schools.

TABLE 30.—Schedules of salaries of public-school teachers in St. Louis, Mo., 1879 to 1882, inclusive—Continued.

Rank.	1879					1880					1881					1882					
	First year.	Second year.	Third year.	Fourth year.	Fifth year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	
KINDERGARTENS.																					
Supervisor.....	\$450										\$600					\$600					
Director (whole day).....	250	\$475	\$500	\$550	\$600	\$450	\$475	\$500	\$550	\$600	450	475	500	550	600	450	475	500	550	600	
Director (half day).....	200	275	300	325	350	250	275	300	325	350	250	275	300	325	350	200	275	300	325	350	
Paid assistant (whole day).....	200					200					200					200					
Paid assistant (half day).....	125					125					125					125					
SPECIAL TEACHERS.																					
Music.....	1,300	1,400	1,500			1,350					1,200	1,300	1,400	1,500		1,200	1,300	1,400	1,500		
DEAF-MUTE SCHOOL.																					
Principal.....											650	700	750	800	850	650	700	750	800	850	

TABLE 31.—Schedules of salaries of public-school teachers in St. Louis, Mo., 1883-84, 1886-87.

Rank.	1883					1884					1886					1887				
	First year.	Second year.	Third year.	Fourth year.	Fifth year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.
NORMAL AND HIGH SCHOOLS.																				
Principal of Normal School.....	\$2,400	\$2,500	\$2,600			\$2,400	\$2,500	\$2,600	\$2,750		\$2,400	\$2,500	\$2,600	\$2,750		\$2,400	\$2,500	\$2,600	\$2,750	
Principal of High School.....	2,400	2,500	2,600			2,400	2,500	2,600	2,750		2,400	2,500	2,600	2,750		2,400	2,500	2,600	2,750	
Assistant principal.....	1,700	1,800	1,900	\$2,000		1,700	1,800	1,900	2,000		1,700	1,800	1,900	2,000		1,700	1,800	1,900	2,000	
First assistant.....	1,600	1,700	1,800	1,900	\$1,950	1,600	1,700	1,800	1,900	\$1,950	1,600	1,700	1,800	1,900	\$1,950	1,600	1,700	1,800	1,900	\$1,950
Second assistant.....	1,400	1,500	1,600	1,700	1,800	1,400	1,500	1,600	1,700	1,800	1,400	1,500	1,600	1,700	1,800	1,400	1,500	1,600	1,700	1,800

Third assistant.....	1,000	1,050	1,100	1,150	1,200	1,000	1,050	1,100	1,150	1,200	1,050	1,100	1,150	1,200
Fourth assistant.....	750	800	850	900	950	750	800	850	900	950	750	800	850	900
Fifth assistant.....	650	700	750	800	850	650	700	750	800	850	650	700	750	800
DISTRICT SCHOOLS.														
Principal of—														
First-class school.....	1,700	1,800	1,900	2,000	2,100	1,700	1,800	1,900	2,000	2,100	1,700	1,800	1,900	2,000
Second-class school.....	1,500	1,600	1,700	1,800	1,900	1,500	1,600	1,700	1,800	1,900	1,500	1,600	1,700	1,800
Third-class school.....	1,200	1,300	1,400	1,500	1,600	1,200	1,300	1,400	1,500	1,600	1,200	1,300	1,400	1,500
Fourth-class school.....	900	950	1,000	1,050	1,100	900	950	1,000	1,050	1,100	900	950	1,000	1,050
Fifth-class school.....	800	850	900	950	1,000	800	850	900	950	1,000	800	850	900	950
Sixth-class school.....	700	750	800	850	900	700	750	800	850	900	700	750	800	850
Seventh-class school.....	600	650	700	750	800	600	650	700	750	800	600	650	700	750
Head assistant.....	650	700	750	800	850	650	700	750	800	850	650	700	750	800
First assistant.....	500	550	600	650	700	500	550	600	650	700	500	550	600	650
Second assistant.....	440	480	520	560	600	440	480	520	560	600	440	480	520	560
Third assistant.....	400	440	480	520	560	400	440	480	520	560	400	440	480	520
Fourth assistant (half day).....	200	250	300	350	400	200	250	300	350	400	200	250	300	350
KINDERGARTENS.														
Supervisor.....	900	950	1,000	1,050	1,100	900	950	1,000	1,050	1,100	900	950	1,000	1,100
Director (whole day).....	500	550	600	650	700	500	550	600	650	700	500	550	600	650
Director (half day).....	300	350	400	450	500	300	350	400	450	500	300	350	400	450
Paid assistant (whole day).....	250	275	300	325	350	250	275	300	325	350	250	275	300	325
Paid assistant (half day).....	125	150	175	200	225	125	150	175	200	225	125	150	175	200
Supervisor of music.....	1,200	1,300	1,400	1,500	1,600	1,200	1,300	1,400	1,500	1,600	1,200	1,300	1,400	1,500
Supervisor of drawing.....	1,200	1,300	1,400	1,500	1,600	1,200	1,300	1,400	1,500	1,600	1,200	1,300	1,400	1,500
Assistant supervisor of drawing.....	1,000	1,100	1,200	1,300	1,400	1,000	1,100	1,200	1,300	1,400	1,000	1,100	1,200	1,300
DEAF-MUTE SCHOOL.														
Principal.....	1,000	1,100	1,200	1,300	1,400	1,000	1,100	1,200	1,300	1,400	1,000	1,100	1,200	1,300
Assistant.....	400	440	480	520	560	400	440	480	520	560	400	440	480	520

TABLE 32.—*Schedules of salaries of public-school teachers in St. Louis, Mo., 1888 and 1889.*

Rank.	1888.					1889.				
	First year.	Second year.	Third year.	Fourth year.	Fifth year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.
NORMAL AND HIGH SCHOOLS.										
Principal of Normal School.....	\$2,400	\$2,500	\$2,600	\$3,000	.....	\$2,400	\$2,500	\$2,600	\$3,000	.....
Principal of High School.....	2,400	2,500	2,600	2,750	.....	2,400	2,500	2,600	3,000	.....
Assistant principal.....	1,700	1,800	1,900	2,000	.....	1,700	1,800	1,900	2,000	.....
First assistant.....	1,400	1,500	1,600	1,700	\$1,800	1,400	1,500	1,600	1,700	\$1,800
Second assistant.....	1,300	1,350	1,400	1,450	1,500	1,300	1,350	1,400	1,450	1,500
Third assistant.....	1,000	1,050	1,100	1,150	1,200	1,000	1,050	1,100	1,150	1,200
Fourth assistant.....	750	800	850	900	950	750	800	850	900	950
Fifth assistant.....	650	700	750	800	.....	650	700	750	800	.....
DISTRICT SCHOOLS.										
Principal of—										
First-class school.....	1,700	1,800	1,900	2,000	.....	1,700	1,800	1,900	2,000	.....
Second-class school.....	1,500	1,600	1,700	1,800	.....	1,500	1,600	1,700	1,800	.....
Third-class school.....	1,200	1,300	1,400	1,500	.....	1,200	1,300	1,400	1,500	.....
Fourth-class school.....	900	950	1,000	1,050	1,100	900	950	1,000	1,050	1,100
Fifth-class school.....	800	850	900	.....	.....	800	850	900	.....	.....
Sixth-class school.....	700	750	800	.....	.....	700	750	800	.....	.....
Seventh-class school.....	600	650	.....	.....	.....	600	650	.....	.....	.....
Head assistant.....	650	700	750	800	850	650	700	750	800	850
First assistant.....	500	550	600	650	700	500	550	600	650	700
Second assistant.....	440	480	520	560	600	440	480	520	560	600
Third assistant.....	400	440	480	520	560	400	440	480	520	560
KINDERGARTENS.										
Supervisor.....	1,000	.....	.....	.....	.....	1,000	.....	.....	.....	.....
Director (whole day).....	500	550	600	650	700	500	550	600	650	700
Director (half day).....	300	350	400	.....	.....	300	350	400	.....	.....
Paid assistant (whole day).....	275	300	.....	.....	.....	275	300	.....	.....	.....
Paid assistant (half day).....	150	175	200	.....	.....	150	175	200	.....	.....
Supervisor of music.....	1,500	1,600	1,700	1,800	.....	1,500	1,600	1,700	1,800	.....
Supervisor of drawing.....	1,500	.....	.....	.....	.....	1,500	.....	.....	.....	.....
DEAF-MUTE SCHOOL.										
Principal.....	1,000	.....	.....	.....	.....	1,000	.....	.....	.....	.....
Assistant.....	400	440	480	520	560	400	440	480	520	560

TABLE 33.—Schedules of salaries of public-school teachers in St. Louis, Mo., in 1890, 1895, and 1900—Continued.

Rank.	1890					1895					1900				
	First year.	Second year.	Third year.	Fourth year.	Fifth year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.
TEACHERS' COLLEGE.															
Principal.....	\$2,400	\$2,600	\$2,800	\$3,000	.....	\$2,400	\$2,500	\$2,600	\$3,000	\$3,500	\$2,100	\$2,200	\$2,300	\$2,400	.....
Assistant principal.....	1,700	1,800	1,900	2,000	.....	2,100	2,200	2,300	2,400	2,000	1,600	1,700	1,800	1,900	\$2,000
Head assistant.....	1,400	1,500	1,600	1,700	\$1,800	1,400	1,500	1,600	1,700	1,800	1,400	1,500	1,600	1,700	1,800
First assistant.....	1,300	1,350	1,400	1,450	1,500	1,300	1,350	1,400	1,450	1,500	1,300	1,350	1,400	1,450	1,500
Second assistant.....	1,200	1,250	1,300	1,350	1,400	1,200	1,250	1,300	1,350	1,400	1,200	1,250	1,300	1,350	1,400
Third assistant.....	1,000	1,050	1,100	1,150	1,200	1,000	1,050	1,100	1,150	1,200	1,000	1,050	1,100	1,150	1,200
Fourth assistant.....	750	800	850	900	950	750	800	850	900	950	750	800	850	900	950
Fifth assistant.....	650	700	750	800	.....	650	700	750	800	.....	650	700	750	800	.....
HIGH SCHOOLS.															
Principal.....	2,400	2,600	2,800	3,000	.....	2,400	2,500	2,600	3,000	3,500	2,400	2,500	2,600	3,000	3,500
Assistant principal.....	1,700	1,800	1,900	2,000	.....	2,100	2,200	2,300	2,400	2,000	1,600	1,700	1,800	2,000	2,000
Head assistant.....	1,400	1,500	1,600	1,700	1,800	1,400	1,500	1,600	1,700	1,800	1,400	1,500	1,600	1,700	1,800
First assistant.....	1,300	1,350	1,400	1,450	1,500	1,300	1,350	1,400	1,450	1,500	1,300	1,350	1,400	1,450	1,500
Second assistant.....	1,000	1,050	1,100	1,150	1,200	1,000	1,050	1,100	1,150	1,200	1,000	1,050	1,100	1,150	1,200
Third assistant.....	750	800	850	900	950	750	800	850	900	950	750	800	850	900	950
Fourth assistant.....	650	700	750	800	.....	650	700	750	800	.....	650	700	750	800	.....
Fifth assistant.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
DISTRICT SCHOOLS.															
Principal of class A school, 18 or more assistants.....	1,700	1,800	1,900	2,000	.....	1,700	1,800	1,900	2,000	.....	1,700	1,800	1,900	2,000	.....
Principal of class B school, 14 to 17 assistants.....	1,500	1,600	1,700	1,800	.....	1,500	1,600	1,700	1,800	.....	1,500	1,600	1,700	1,800	.....
Principal of class C school, 10 to 13 assistants.....	1,200	1,300	1,400	1,500	1,100	1,200	1,300	1,400	1,500	1,100	1,200	1,300	1,400	1,500	1,100
Principal of class D school, 8 or 9 assistants.....	900	950	1,000	1,050	1,100	900	950	1,000	1,050	1,100	900	950	1,000	1,050	1,100
Principal of class E school, 5, 6, or 7 assistants.....	800	850	900	950	.....	800	850	900	950	.....	800	850	900	950	.....
Principal of class F school, 3 or 4 assistants.....	700	750	800	850	.....	700	750	800	850	.....	700	750	800	850	.....
Principal of class G school, 1 or 2 assistants.....	600	650	700	750	800	600	650	700	750	800	600	650	700	750	800
Head assistant.....	550	600	650	700	750	550	600	650	700	750	550	600	650	700	750
First assistant.....	450	500	550	600	650	450	500	550	600	650	450	500	550	600	650
Second assistant.....	440	480	520	560	600	440	480	520	560	600	440	480	520	560	600
Third assistant.....	400	440	480	520	560	400	440	480	520	560	400	440	480	520	560

In sixth year, \$580; seventh year, \$600.

TABLE 33.—Schedules of salaries of public-school teachers in St. Louis, Mo., in 1890, 1895, and 1900—Continued.

Rank.	1890					1895					1900				
	First year.	Second year.	Third year.	Fourth year.	Fifth year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.
KINDERGARTENS.															
Supervisor and normal instructor.....	\$1,000	\$550	\$600	\$650	\$700	\$1,875	\$550	\$600	\$650	\$700	\$1,875	\$600	\$650	\$700	\$700
Director, whole day.....	300	300	300	300	300	300	300	300	300	300	300	300	300	300	300
Director, half day.....	200	200	200	200	200	200	200	200	200	200	200	200	200	200	200
Assistant, whole day.....	275	275	275	275	275	275	275	275	275	275	275	275	275	275	275
Assistant, half day.....	150	175	200	200	200	250	275	300	300	300	250	275	300	300	300
First normal instructor.....															
Second normal instructor.....															
GALLAUDET (SCHOOL FOR DEAF).															
Principal.....	1,000	440	480	520	560	1,000	440	480	520	560	1,000	1,100	1,200	1,200	1,600
Assistant.....	400					400					400	440	480	520	
MANUAL TRAINING (GRADES).															
Supervisor.....											800				
Instructor manual training.....											560				
Instructor domestic science.....											800				
PRIMARY.															
Supervisors.....											1,800				
Assistant supervisors.....											1,200				
MUSIC (GRADES).															
Supervisors.....	1,500	1,800	1,700	1,800		900	1,000	1,100	1,200		1,500	1,600	1,700	1,800	
Assistant supervisors.....						1,500	1,600	1,700	1,800		900	1,000	1,100	1,200	
Instructor normal school (half day).....											450	500	550	600	
DRAWING (GRADES).															
Supervisor.....	1,500					1,800					1,800	700	800	900	1,000
Second assistant supervisors.....						800					600	700	800	900	1,000
Assistant supervisors.....											800	900	1,000	1,100	1,200

TABLE 34.—Schedules of salaries of public-school teachers in St. Louis, Mo., in 1905, 1910, and 1913.

Rank.	1905						1910						1913							
	First year.	Second year.	Third year.	Fourth year.	Fifth year.	Sixth year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	Sixth year.	Seventh year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	Sixth year.	Seventh year.
TEACHERS COLLEGE.																				
Principal.....	\$4,500	\$2,300	\$2,400	\$2,500	\$2,700	\$2,850	\$3,000	\$2,300	\$2,400	\$2,500	\$2,700	\$2,850	\$3,000	\$4,500	\$2,300	\$2,400	\$2,500	\$2,700	\$2,850	\$3,000
Head assistant.....	2,150	2,100	2,200				2,150	2,100	2,200				2,150	2,100	2,200					
First assistant.....	1,580	1,680	1,780	1,880			1,580	1,680	1,780	1,880			1,580	1,680	1,780	1,880				
Second assistant.....	1,440	1,576					1,440	1,576					1,440	1,576						
Third assistant.....	1,200	1,300					1,200	1,300					1,200	1,300						
Fourth assistant.....	1,000	1,080																		
Fifth assistant.....																				
HIGH SCHOOLS.																				
Principal.....	\$3,500	\$3,600	\$2,360	\$2,472			3,500	3,600	2,700	3,800	3,900	4,000		3,500	3,600	2,700	3,800	3,900	4,000	
Assistant principal.....	2,160	2,240					2,160	2,240	2,320	2,400	2,480		2,160	2,240	2,320	2,400	2,480	2,560		
Head assistant.....	1,898	1,944	2,000	2,084			1,898	1,944	2,000	2,084	2,168		1,898	1,944	2,000	2,084	2,168	2,252		
First assistant.....	1,458	1,552	1,648	1,752	\$1,856		1,458	1,552	1,648	1,752	1,856		1,458	1,552	1,648	1,752	1,856	1,960		
Second assistant.....	1,312	1,408	1,456	1,504	1,552		1,312	1,408	1,456	1,504	1,552		1,312	1,408	1,456	1,504	1,552	1,600		
Third assistant.....	1,040	1,096	1,144	1,200	1,248		1,040	1,096	1,144	1,200	1,248		1,040	1,096	1,144	1,200	1,248	1,300		
Fourth assistant.....	800	840	886	944	1,000		800	840	886	944	1,000		800	840	886	944	1,000	1,050		
Fifth assistant.....	688	736	784				688	736	784				688	736	784					
Special assistant.....																				
Principal of summer high school (colored).....							1,300	1,356	1,400	1,456	1,500		1,300	1,356	1,400	1,456	1,500			
DISTRICT SCHOOLS.																				
Principal of class A school, 18 or more assistants.....	1,840	1,968	2,064	2,184	2,304	\$2,400	2,150	2,300	2,400	2,500	2,700	2,850	3,000	3,000	3,100	3,200	3,300	3,400	3,500	
Principal of class B school, 14 to 17 assistants.....	1,600	1,744	1,840	1,968			1,800	1,900	2,000	2,100	2,200	2,350	2,500	1,800	1,900	2,000	2,100	2,200	2,350	2,500
Principal of class C school, 10 to 13 assistants.....	1,304	1,432	1,540	1,640			1,400	1,500	1,640	1,720	1,800	1,900	2,000	1,400	1,500	1,640	1,720	1,800	1,900	2,000
Principal of class D school, 8 or 9 assistants.....	976	1,040	1,104	1,160			1,100	1,180	1,260	1,300	1,360	1,400	1,500	1,100	1,180	1,260	1,300	1,360	1,400	1,500
Principal of class E school, 5, 6, or 7 assistants.....	840	904	960	1,000			1,040	1,080	1,080	1,100	1,180	1,260	1,300	1,040	1,080	1,080	1,100	1,180	1,260	1,300

TABLE 34.—Schedules of salaries of public-school teachers in St. Louis, Mo., in 1905, 1910, and 1913—Continued.

Rank.	1905						1910						1913							
	First year.	Second year.	Third year.	Fourth year.	Fifth year.	Sixth year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	Sixth year.	Seventh year.	First year.	Second year.	Third year.	Fourth year.	Fifth year.	Sixth year.	Seventh year.
INDUSTRIAL SCHOOL.																				
Principal.....							\$2,150	\$2,300	\$2,400	\$2,500	\$2,700	\$2,850	\$3,000	\$2,150	\$2,300	\$2,400	\$2,500	\$2,700	\$2,850	\$3,000
Assistant (all day).....							1,056							1,020	1,120	1,172	1,220	1,000	1,072	1,132
First assistant (all day).....														700	740	800	900	900	900	972
Second assistant (all day).....														920	600	640	700	800	900	972
Assistant (half day).....														1,400	1,020	1,120	1,200	1,300	1,400	1,500
Manual training.....														1,120	1,020	1,120	1,200	1,300	1,400	1,500
Domestic science.....																				
Kindergarten director (whole day).....														1,020	1,020	1,172	1,220			
Kindergarten director (half day).....							1,000							1,020	1,120	1,172	1,220			
Kindergarten assistant (whole day).....							660													
Kindergarten assistant (half day).....							720													
Kindergarten assistant (half day).....							480													
Substitute.....																				
SUMMER TERM OF INDUSTRIAL SCHOOL.																				
Principal.....							250							250						
Assistant (whole term).....							136							136						
Assistant (half term).....														68						
Normal training and domestic science.....							136													
Kindergarten director and assistants.....							136													
SUMMER TERM OF GRADE SCHOOL.																				
Supervisor.....							250							250						
Principal.....							80							120						
Teachers.....							60							90						

CHAPTER II.

STATE AND COUNTY SUPERINTENDENTS AND RURAL SCHOOL TEACHERS.

The salary stated for each State superintendent of public instruction, or the equivalent officer, is the sum actually paid for his services; but there are other conditions of employment which do not appear in the table below. For example, a few of the superintendents must pay from their salaries the expense of official travel. A few others have certain advantages which are equivalent to an addition to their incomes. It has been found impracticable to make a definite statement of all these details, and only the salaries specified in the laws are stated.

Less than half of the States are represented in the table relating to county superintendents, but they indicate sufficiently the range of salaries paid for this service. A considerable number of the States do not provide for county superintendents.

It is obviously impracticable to include a statement of the salary of every rural teacher. Even if it were practicable, no important end would be reached. This chapter, therefore, reports such salaries only in typical counties or localities in each State. The length of the school term is stated in every case, for without that information a statement of the salary paid would usually mean very little. City teachers as a rule make no effort to earn money during their vacation of eight or ten weeks, but many of the teachers in the country are employed during only half the year or even less. They must, therefore, take up other employment, for their salaries run only while they teach. The time actually employed must be shown, therefore, in order that the significance of the salary may be understood.

The reports which came to us do not show the compensation of each individual in rural schools with two or more teachers, but only the amount paid to the teachers of each school. Our tables, therefore, show the average salary in those cases.

TABLE 35.—*Yearly salaries of State superintendents of public instruction.*

Alabama.....	\$3,000	Nebraska.....	\$2,000
Arizona.....	3,000	Nevada.....	2,000
Arkansas.....	2,500	New Hampshire.....	4,000
California.....	5,000	New Jersey.....	10,000
Colorado.....	3,000	New York.....	10,000
Connecticut.....	3,500	New Mexico.....	3,000
Delaware.....	2,000	North Carolina.....	3,000
Florida.....	3,600	North Dakota.....	2,000
Georgia.....	¹ 3,000	Ohio.....	4,000
Idaho.....	(?)	Oklahoma.....	2,500
Illinois.....	7,500	Oregon.....	3,000
Indiana.....	6,000	Pennsylvania.....	5,000
Iowa.....	4,000	Rhode Island.....	4,000
Kansas.....	2,500	South Carolina.....	1,800
Kentucky.....	² 4,000	South Dakota.....	1,800
Louisiana.....	5,000	Tennessee.....	3,000
Maine.....	4,000	Texas.....	2,500
Maryland.....	3,000	Utah.....	3,000
Massachusetts.....	6,500	Vermont.....	2,000
Michigan.....	4,000	Virginia.....	3,500
Minnesota.....	4,500	Washington.....	2,000
Mississippi.....	2,500	West Virginia.....	4,000
Missouri.....	3,000	Wisconsin.....	5,000
Montana.....	3,000	Wyoming.....	3,000

¹ \$1,000 of this amount received as secretary and executive agent to State school board.² Superintendent of public instruction, \$2,400; commissioner of education, \$5,000.³ \$1,500 of this amount received as special State inspector and examiner.TABLE 36.—*Number and yearly salaries of county school superintendents in certain States.*

States.	Num-ber.	Salary.	States.	Num-ber.	Salary.
Colorado.....	3	\$2,800	Georgia.....	1	\$951
	5	2,000		1	850
	10	1,200		1	830
	13	1,100		1	836
	10	800		1	813
	13	500		14	800
	2	100		1	896
Average salary.....	56	1,061		1	883
Delaware.....	3	1,200		1	880
Florida.....	1	3,000		1	870
	1	2,700		1	863
	1	2,400		1	850
	1	2,225		1	846
	1	1,917		1	846
	3	1,800		2	843
	5	1,500		1	835
	1	1,350		1	813
	25	1,200		1	810
	1	1,080		3	800
	1	1,020		1	774
	1	825		3	750
	1	800		1	732
	1	625		1	720
	3	600		1	713
Average salary.....	47	1,337		1	700
Georgia.....	1	4,000		1	683
	1	2,700		2	650
	1	2,100		1	624
	1	1,800		1	617
	5	1,500		33	600
	1	1,450		1	583
	1	1,408		1	580
	1	1,389		1	550
	1	1,350		1	453
	1	1,300		4	450
	2	1,250		1	368
	13	1,200	Average salary.....	142	624
	1	1,180	Indiana.....	85	1,400
	2	1,150		3	1,400
	1	1,108		1	1,335
	1	1,100		1	1,000
	2	1,080		1	900
	6	1,050		1	800
	1	1,030	Average salary.....	92	1,391
	1	1,020	Kentucky.....	8	1,500
	1	1,017		1	1,475
	5	1,000		1	1,400
	1	967		1	1,300
	1	955		1	1,250

TABLE 36.—*Number and yearly salaries of county school superintendents in certain States—Continued.*

States.	Num-ber.	Salary.	States.	Num-ber.	Salary.
Kentucky.....	1	\$1,205	Maryland.....	1	\$1,602
	4	1,200		2	1,600
	1	1,137		3	1,500
	1	1,107		3	1,400
	1	1,100		5	1,200
	1	1,094		1	1,050
	1	1,021		1	800
	1	1,008	Average salary.....	23	1,591
	6	1,000	Michigan.....	1	2,141
	1	979		4	2,000
	1	975		2	1,800
	1	968		1	1,740
	1	960		1	1,600
	2	950		25	1,500
	1	922		2	1,400
	1	920		18	1,200
	9	900		3	1,100
	1	887		6	1,000
	1	864		1	800
	1	850		1	750
	1	822		3	700
	1	820		1	650
	13	800		2	600
	1	799		1	560
	5	750		6	500
	1	744		1	450
	4	700		1	400
	1	685		1	300
	2	650		2	250
	1	647	Average salary.....	33	1,192
	1	645	Minnesota.....	2	2,500
	1	635		5	2,000
	1	625		2	1,862
	13	600		6	1,800
	1	572		1	1,775
	1	555		1	1,750
	1	518		2	1,700
	6	500		1	1,675
	1	486		1	1,666
	1	469		1	1,662
	3	450		1	1,650
	7	400		1	1,625
Average salary.....	116	831		2	1,600
Louisiana.....	1	4,500		1	1,587
	1	3,900		9	1,500
	1	2,500		1	1,450
	2	2,400		1	1,412
	1	2,226		5	1,400
	4	2,000		1	1,367
	2	1,950		1	1,350
	8	1,800		1	1,324
	1	1,695		1	1,300
	1	1,625		1	1,260
	1	1,600		1	1,250
	9	1,500		2	1,212
	1	1,495		12	1,200
	1	1,494		1	1,162
	1	1,375		1	1,150
	2	1,300		2	1,100
	1	1,250		1	1,075
	1	1,225		1	1,060
	5	1,200		8	1,000
	1	1,050		1	975
	1	1,125		1	960
	2	1,000		1	900
	1	967		1	810
	1	917		2	500
	4	900		1	400
	1	800		1	800
	1	700	Average salary.....	85	1,389
Average salary.....	3	600	New Jersey.....	21	3,000
Maryland.....	59	1,543	North Carolina.....	1	2,750
	1	3,500		1	2,629
	1	3,000		1	1,983
	1	1,800		1	1,850
	1	1,770		1	1,775
	1	1,748		1	1,750
	1	1,725		1	1,650
	1	1,700		1	1,625

TABLE 36.—*Number and yearly salaries of county school superintendents in certain States—Continued.*

States.	Num-ber.	Salary.	States.	Num-ber.	Salary.
North Carolina	1	\$1,620	Oregon	2	\$700
	1	1,592		2	600
	4	1,500		1	500
	1	1,375		1	400
	2	1,300	Average salary	33	1,153
	1	1,255	Pennsylvania	1	6,000
	1	1,250		1	5,500
	7	1,200		2	5,000
	1	1,167		1	4,000
	1	1,151		2	3,500
	1	1,150		6	3,000
	2	1,100		10	2,500
	1	1,044		2	2,400
	8	1,000		4	2,200
	2	992		1	2,100
	1	958		11	2,000
	1	915		1	1,945
	3	900		1	1,940
	1	891		1	1,902
	3	800		5	1,800
	1	794		1	1,774
	1	793		1	1,750
	1	789		1	1,700
	1	780		1	1,600
	1	767		1	1,576
	1	757		1	1,574
	2	750		8	1,500
	1	747		1	1,300
	2	720		1	1,080
	1	700		1	1,000
	1	676	Average salary	66	2,322
	1	658	South Carolina	1	1,800
	1	604		3	1,500
	6	600		7	1,200
	1	597		3	1,000
	1	565		9	900
	4	500		1	850
	1	475		5	800
	1	450		2	750
	1	408		5	700
	2	400		4	600
	1	381		2	550
	1	378		1	400
	1	372	Average salary	43	920
	2	350	South Dakota	23	1,500
	1	348		1	1,480
	1	320		1	1,470
	1	314		1	1,434
	1	312		1	1,374
	2	300		1	1,371
	1	291		1	1,367
	1	287		1	1,343
	1	200		1	1,317
	1	167		1	1,292
	1	115		1	1,284
Average salary	99	902		2	1,203
North Dakota	6	2,000		1	1,199
	2	1,900		1	1,168
	2	1,800		1	1,158
	1	1,787		1	1,149
	1	1,715		1	1,115
	11	1,700		1	1,107
	1	1,699		1	1,100
	16	1,600		1	1,030
	4	1,400		1	1,019
	1	1,200		1	1,013
	1	1,150		1	1,008
	1	1,000		1	1,000
Average salary	47	1,656		1	992
Oregon	1	2,500		1	949
	2	1,800		1	936
	1	1,650		1	900
	2	1,600		1	861
	2	1,500		1	827
	1	1,300		1	774
	9	1,200		1	754
	5	1,000		1	750
	3	900		1	738
	1	800		1	618

TABLE 36.—Number and yearly salaries of county school superintendents in certain States—Continued.

States.	Num-ber.	Salary.	States.	Num-ber.	Salary.
South Dakota	1	\$479	Virginia	1	\$1,063
	1	466		4	1,058
Average salary	60	1,227		2	1,015
Tennessee	1	2,750		1	1,000
	1	2,150		1	998
	1	2,060		1	979
	1	1,600		1	976
	4	1,550		1	975
	1	1,500		1	971
	1	1,433		1	958
	1	1,350		1	951
	1	1,250		1	947
	1	1,200		1	944
	2	1,175		1	941
	1	1,100		2	929
	1	1,064		1	925
	1	1,017		1	920
	5	1,000		2	915
	1	975		4	900
	1	961		3	885
	2	950		1	884
	1	900		1	875
	6	850		1	829
	4	800		1	794
	9	750		1	765
	1	739		1	750
	1	730		1	720
	1	725		1	710
	1	704		1	701
	18	700		2	677
	1	690		1	654
	2	650		1	630
	1	613		1	595
	8	600		1	580
	1	550		1	528
	1	500		1	520
	1	488		1	513
	1	456		8	500
	1	425		1	492
	1	413		1	480
	4	400		1	462
	1	300		2	450
	1	230		1	423
	2	200		1	407
Average salary	95	843		1	403
Texas	70	1,500		1	400
	19	1,400		1	392
	20	1,380		1	384
	1	1,192		1	332
	5	1,100		1	320
Average salary	115	1,429		1	315
Virginia	1	2,610		1	275
	1	1,934		1	215
	1	1,733		1	179
	1	1,700	Average salary	100	937
	1	1,681	Washington	6	2,000
	1	1,668		2	1,800
	1	1,635		11	1,200
	1	1,604		1	1,190
	1	1,569		1	1,166
	1	1,561		1	1,100
	1	1,515		1	1,083
	1	1,500		1	1,012
	1	1,379		1	838
	1	1,325		7	750
	1	1,306		1	700
	1	1,263		4	600
	1	1,230		2	500
	3	1,229	Average salary	39	1,141
	1	1,225	West Virginia	1	1,425
	1	1,215		1	1,379
	2	1,200		1	1,285
	1	1,190		1	1,233
	1	1,180		1	1,176
	1	1,179		1	1,142
	1	1,163		1	1,130
	1	1,130		1	1,109
	1	1,076		1	1,077
	1	1,070		1	1,070

TABLE 36.—*Number and yearly salaries of county school superintendents in certain States—Continued.*

States.	Num-ber.	Salary.	States.	Num-ber.	Salary.
West Virginia.....	1	\$1,087	West Virginia.....	2	\$883
	1	1,066		1	882
	1	1,063		1	879
	1	1,047		1	877
	1	1,010		2	875
	1	996		1	871
	1	992		1	866
	1	982		1	857
	1	980		1	856
	1	977		1	838
	1	974		2	800
	1	967		1	796
	2	935		1	792
	1	924		2	790
	1	920		1	786
	1	915		3	725
	2	898		1	715
	1	887	Average salary.....	55	947
	2	885			

TABLE 37.—Salaries of rural school-teachers in certain typical counties.

ALABAMA.

CLARKE COUNTY: Pop., 20,987; area, 1,216 sq. miles; teachers, white, 76; colored, 25.

In schools having only 1 teacher:
White—

Teachers.	Salary.	Term in days.
1	\$540	180
1	525	140
1	480	160
1	400	170
1	377	151
2	350	140
3	325	130
1	320	180
1	300.	135
1	300	133
3	300	120
1	300	100
1	287	115
1	285	114
1	280	140
1	275	137
2	275	110
2	270	120
1	260	104
1	257	128
1	250	120
1	250	112
2	250	100
2	247	110
1	240	137
1	240	135
4	240	120
1	240	105
1	232	107
2	225	130
1	225	128
2	225	120
1	225	115
3	225	112
2	225	100
1	210	120
2	210	105
3	200	100
2	175	100
1	150	100
1	125	100

In schools having 2 or 3 teachers:

	Av. sal.	
2	\$480	160
3	453	160
2	230	160

In schools having 4 or more teachers:

	Salary.	
4	680	180
3	450	180

In schools having only 1 teacher:
Colored—

	Salary.	
1	\$227.	140
1	200	100
1	175	100
1	150	100
3	140	80
1	135	80
1	120	64
1	110	60
1	105	60
1	103	60
3	96	60
1	94	60
1	96	60
1	94	60
7	90	60
1	87	60
1	80	80
1	80	60
1	78	60
1	66	60
1	60	80
3	60	60
1	60	40

In schools having 2 teachers:

	Av. sal.	
2	\$150	100

TALLADEGA COUNTY: Pop., 37,921; area, 755 sq. miles; teachers, white, 69; colored, 42.

In schools having only 1 teacher:
White—

Teachers.	Salary.	Term in days.
1	\$663	155
1	600	160
2	483	150
1	460	148
1	451	138
1	423	132
1	420	140
1	420	120
1	385	140
1	380	149
1	375	140
2	371	140
5	364	140
4	350	140
1	345	138
1	330	140
1	330	120
2	322	140
1	316	140
7	315	140
1	310	137
2	301	140
1	272	120
1	270	140
1	270	120
1	266	118
1	232	108
4	200	100
1	140	80

In schools having 2 or 3 teachers:

	Av. sal.	
2	\$660	180
4	585	180
2	546	160
2	469	160
2	460	180
2	439	140
2	288	160

In school having 4 teachers:

	Salary.	
4	594	180

In schools having only 1 teacher:
Colored—

	Salary.	
1	\$245	140
2	200	100
1	194	120
4	175	100
1	172	120
1	160	160
1	160	110
1	158	110
1	157	100
1	155	105
1	150	150
5	150	100
1	145	100
1	144	100
1	140	100
1	140	80
1	136	100
1	136	100
1	135	110
1	130	100
1	128	100
1	127	102
1	127	100
1	125	102
3	125	100
1	125	103
1	123	100
1	122	100
2	120	120
1	112	102
6	100	100
1	95	95

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

ARIZONA.

CONCHISE COUNTY: Pop., 34,581; area, 6,170
sq. miles; teachers, 85.*In schools having only 1 teacher:*

Teachers.	Salary	Term in days.
1	\$840.	170
1	830	180
1	820	190
1	824	180
2	810	180
1	788	180
1	775	180
1	769	180
1	765	180
2	765	165
1	760	170
1	753	170
1	743	170
1	738	170
1	733	160
1	732	160
1	723	170
2	720	180
1	702	160
1	701	170
1	701	160
3	686	180
1	681	160
1	680	180
1	679	170
1	676	170
1	675	180
1	675	160
1	672	170
1	671	170
1	653	170
1	648	170
1	638	170
1	630	165
1	630	160
1	611	160
3	600	160
1	563	160

CONCHISE COUNTY—Continued.

In schools having 2 or 3 teachers:

Teachers.	Av. sal.	Term in days.
2	\$816	165
3	790	165
3	722	165
2	727	170
2	675	170
2	630	160
2	621	160
2	603	160
2	600	160
2	504	160

In schools having 4 or more teachers:

Teachers.	Av. sal.	Term in days.
4	951	180
5	866	180
5	833	180
4	654	160

NAVAJO COUNTY: Pop., 11,671; area, 10,800
sq. miles; number of teachers, 38.*In schools having only 1 teacher:*

Teachers.	Salary.	Term in days.
1	\$765	155
1	680	157
1	600	155
1	573	156
1	560	156
1	560	149
1	560	148

In schools having 2 or 3 teachers:

Teachers.	Av. sal.	Term in days.
2	\$965	154
3	653	153
2	620	156
3	613	155
2	598	153
2	580	153

In schools having 4 or more teachers:

Teachers.	Av. sal.	Term in days.
12	684	169
5	640	148

ARKANSAS.

HOWARD COUNTY: Pop., 16,988; area, 608 sq.
miles; teachers, white, 82; colored, 16.*In schools having only 1 teacher:*

White—

Teachers.	Salary.	Term in days.
1	\$509	110
2	350	140
2	338	120
1	330	80
2	300	120
1	275	100
1	270	120
1	240	120
2	220	108
2	180	60
2	163	70
2	150	60
2	135	60
2	125	50
2	125	49
1	125	48
4	120	60
1	100	50
1	80	40

In schools having 2 or 3 teachers:

Teachers.	Av. sal.	Term in days.
2	\$461	180
2	455	138
2	405	120
2	385	120

HOWARD COUNTY—Continued.

In schools having 2 or 3 teachers—Continued.

White—

Teachers.	Av. sal.	Term in days.
2	\$363	234
4	360	120
2	312	120
2	311	110
4	285	240
2	285	120
4	270	120
4	254	110
4	260	160
4	234	109
4	200	160
2	165	120
2	156	120
2	135	120

In schools having only 1 teacher:

Colored—

Teachers.	Salary.	Term in days.
2	\$288	100
1	208	100
4	200	100
1	120	60

In schools having 2 or 3 teachers:

Teachers.	Av. sal.	Term in days.
4	\$238	100
2	200	100
2	120	60

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

ARKANSAS—Continued.

PRAIRIE COUNTY: Pop., 13,883; area, 678 sq. miles; number of teachers, white, 69; colored, 9.

In schools having only 1 teacher:
White—

Teachers.	Salary.	Term in days.
1	\$771	120
1	520	160
1	400	160
1	362	100
1	360	180
2	350	140
1	340	120
2	320	160
1	315	140
1	300	120
3	300	100
1	300	90
1	280	140
1	280	80
7	240	120
1	240	110
1	240	100
2	210	120
2	200	100
1	200	80
1	195	120
1	175	100
1	175	90
1	160	80

PRAIRIE COUNTY—Continued.

In schools having only 1 teacher—Continued.
White—

Teachers.	Salary.	Term in days.
1	\$150	80
1	140	80
1	130	70
1	120	60
2	90	60

In schools having 2 or 3 teachers:

Teachers.	Av. sal.	Term in days.
4	\$240	120
2	210	80
4	160	120
2	145	100

In schools having 4 or more teachers:

Teachers.	Salary.	Term in days.
7	\$583	160
7	404	180

In schools having only 1 teacher:

Colored—

Teachers.	Salary.	Term in days.
1	\$250	100
1	240	100
1	120	80

In schools having 2 or 3 teachers:

Teachers.	Av. sal.	Term in days.
2	\$350	140
2	300	140
2	250	120

CALIFORNIA.

MARIN COUNTY: Pop., 25,114; area, 529 sq. miles; number of teachers, 35.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
2	\$800	190
1	800	188
1	800	187
1	800	185
1	780	188
1	775	188
1	760	181
1	750	194
1	750	192
2	750	191
1	750	189
1	750	188
1	750	187
1	750	182½
1	720	166
1	700	190
1	700	188
1	700	187
1	700	186
1	700	184
1	700	176
1	664	173
1	675	186½
1	650	171
1	635	179
1	630	166
1	630	162
1	618	185½
1	618	180
<i>In schools having 2 teachers:</i>	Av. sal.	Term in days.
2	\$825	195
2	769	188

ORANGE COUNTY: Pop., 24,426; area, 795 sq. miles; number of teachers, 206.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$765	179
1	720	171½
1	720	171
1	720	170

ORANGE COUNTY—Continued.

In schools having only 1 teacher—Continued.

Teachers.	Salary.	Term in days.
1	\$720	160½
1	720	168½
1	675	170½
1	630	172
2	630	171
1	618	175
1	595	172

In schools having 2 or 3 teachers:

Teachers.	Av. sal.	Term in days.
2	\$1,108	160½
2	900	172
2	855	162½
2	823	172
2	810	167
2	788	154
3	780	168
2	765	168½
3	750	172
3	750	168½
3	750	162
2	743	172
2	743	170
2	720	163
2	694	172
3	680	160½
2	675	172
2	675	171½
2	675	170½
3	675	170
2	603	171
2	559	172½

In schools having 4 or more teachers:

Teachers.	Av. sal.	Term in days.
12	1,022	169
55	910	171
7	875	167
8	861	172
25	806	169
11	793	160½
6	776	171
9	761	166
4	680	167½
4	675	171
5	620	166½

TABLE 37.—*Salaries of rural school-teachers in certain typical counties—Continued.*

COLORADO.

ADAMS COUNTY: Pop., 8,862; area, 1,262 sq. miles; number of teachers, 82.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$1,110	185
2	585	180
2	570	190
1	558	180
4	540	180
1	531	180
8	495	180
1	459	180
5	450	180
1	440	160
1	405	180
6	400	180
1	395	180
1	394	175
8	300	120
5	280	140
1	260	130
1	254	100
1	120	60

In schools having 2 or 3 teachers:

	Av. sal.	
3	\$745	190
3	649	190
2	450	180

In schools having 4 or more teachers:

5	760	190
10	715	180
5	599	180
8	473	180

BOULDER COUNTY: Pop., 30,330; area, 764 sq. miles; number of teachers, 77.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$810	176
1	693	180
1	675	180
1	675	172
3	630	180

BOULDER COUNTY—Continued.

In schools having only 1 teacher—Continued.

Teachers.	Salary.	Term in days.
1	\$630	174
5	585	180
1	585	173
1	577	180
1	567	180
5	540	180
1	540	169
1	536	142
1	532	174
1	528	180
1	510	170
2	495	180
1	490	175
1	480	160
1	480	152
1	468	163
2	450	180
1	450	171
1	425	170
1	410	164
1	405	152
1	400	160
1	360	158
1	360	155
1	358	131
1	350	140
1	300	160
1	300	110
1	285	95
3	240	120

Schools having 2 or 3 teachers:

	Av. sal.	
3	\$680	179
2	608	180
3	600	180
5	585	180
2	563	179
2	563	178
2	540	180

In schools having 4 or more teachers:

5	674	163
4	619	171

CONNECTICUT.

FAIRFIELD COUNTY—Ridgefield, Wilton, and Redding towns: Pop., 5,327; number of teachers, 22.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$500	190
1	480	192
2	480	191½
3	480	191
1	480	190½
1	480	190
1	480	188
2	480	187
1	440	191½
2	440	191
2	440	190
1	440	189
1	400	191
1	400	190½

In schools having 2 or 3 teachers:

	Av. sal.	
2	\$600	184

HARTFORD COUNTY—Glastonbury town: Pop., 4,796; number of teachers, 23.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
4	\$440	172
5	400	173
2	360	173

In schools having 2 or 3 teachers:

	Av. sal.	
2	\$444	173
6	430	173
3	427	173
2	413	173

In schools having 4 or more teachers:

4	440	173

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

DELAWARE.

SUSSEX COUNTY: Pop., 46,413; area, 913 sq. miles; number of teachers, white, 182; colored, 26.

In schools having only 1 teacher:

White—

Teachers.	Salary.	Term in days.
1	\$1,100	140
1	450	146
1	400	160
1	382	149
1	350	140
1	330	160
2	320	160
1	320	157
1	319	140
1	316	140
1	315	160
7	315	140
1	313	140
1	306	153
1	301	140
1	300	150
1	300	148
1	300	147
1	300	130
5	298	140
1	297	140
1	296	145
1	294	140
1	288	140
1	282	142
1	280	140
85	280	140
1	279	140
2	273	140
1	266	140
7	266	140
1	263	142
6	263	140
2	259	140
5	245	140
1	239	140

In schools having 2 or 3 teachers:

	Av. sal.	
3	\$450	180
3	364	167

SUSSEX COUNTY—Continued.

In schools having 2 or 3 teachers—Continued.

White—

Teachers.	Av. sal.	Term in days.
3	\$338	152
2	333	140
3	309	140
2	305	146
2	303	140
2	298	140
2	296	140
2	281	140
4	280	140
2	277	140
4	263	140
2	194	140

In schools having 4 or more teachers:

6	440	180
4	433	177
5	423	177
4	394	180
4	393	180
4	393	162

In schools having only 1 teacher:

Colored—

	Salary.	
2	\$245	140
1	231	137
1	228	140
1	228	140
1	224	140
1	219	140
3	217	140
2	210	140
1	204	140
1	60	140
1	45	140

In schools having 2 or 3 teachers:

	Av. sal.	
2	\$333	140
2	261	140
2	238	137
4	228	140

FLORIDA.

BREVARD COUNTY: Pop., 4,717; area, 1,035 sq. miles; teachers, white, 37; colored, 1.

In schools having only 1 teacher:

White—

Teachers.	Salary.	Term in days.
1	\$350	140
1	315	140
2	300	120
1	270	120
12	240	120
1	200	100

In schools having 2 or 3 teachers:

	Av. sal.	
3	\$500	160

In schools having 4 or more teachers:

4	503	160
12	567	160

In schools having only 1 teacher:

Colored—

	Salary.	
1	\$120	80

MARION COUNTY: Pop., 26,941; area, 1,047 sq. miles; number of teachers, white, 77; colored, 23.

In schools having only 1 teacher:

White—

Teachers.	Salary.	Term in days.
1	\$420	140
1	400	160
1	390	120
1	375	140
1	360	120
4	350	140
1	325	100
1	320	160
3	300	120
1	280	140
1	270	130
4	270	120
1	260	100
9	240	120
10	210	120

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

FLORIDA—Continued.

MARION COUNTY—Continued.

In schools having only 1 teacher—Continued.
White—

Teachers.	Salary.	Term in days.
2	\$175	100
1	165	100
1	105	90
1	105	60
1	35	20

In schools having 2 or 3 teachers:

	Av. sal.	
6	\$500	180
2	460	160
2	440	160
2	438	140
2	432	140
2	368	140
2	353	140
2	345	120
3	330	120
2	270	120

MARION COUNTY—Continued.

In schools having 2 or 3 teachers—Continued.
White—

Teachers.	Av. sal.	Term in days.
2	\$265	120
2	263	140
2	260	120

In schools having only 1 teacher:

Colored—

	Salary.	
1	\$180	120
3	175	100
13	150	100
12	125	100
1	75	60

In schools having 2 or 3 teachers:

	Av. sal.	
2	\$163	100
18	125	100
2	113	100

GEORGIA.

BULLOCH COUNTY: Pop., 26,464; area, 887
sq. miles; number of teachers, 107.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
2	\$400	100
1	300	100
1	260	100
19	250	100
5	225	100
11	200	100
1	180	100
4	150	100

In schools having 2 or 3 teachers:

	Av. sal.	
10	\$250	100
3	233	100
12	225	100
19	200	100
2	175	100
3	167	100
2	150	100

In schools having 4 or more teachers:

6	400	190
6	367	190

HENRY COUNTY: Pop., 19,927; area, 294 sq.
miles; number of teachers, white, 46; col-
ored, 32.

In schools having only 1 teacher:

White—

Teachers.	Salary.	Term in days.
1	\$455	140
1	425	130
1	412	120
2	360	120
1	350	140
1	345	115
1	335	120
1	325	100
1	320	130
3	300	120
1	255	115
1	225	90

In schools having 2 or 3 teachers:

	Av. sal.	
3	\$427	180
3	392	140

HENRY COUNTY—Continued.

In schools having 2 or 3 teachers—Continued.
White—

Teachers.	Av. sal.	Term in days.
2	\$275	120
3	267	120
2	258	120
2	250	140
2	320	140
2	315	120
2	300	120
2	275	130
2	270	120
2	240	115
2	230	120
2	188	92

In schools having only 1 teacher:

Colored—

	Salary.	
1	\$125	120
2	125	100
1	120	120
1	115	115
1	115	100
1	110	40
1	100	120
1	100	100
1	100	75
1	95	100
1	90	120
1	85	100
1	80	100
1	80	80
1	75	120
1	75	95
1	75	60
1	70	80
1	60	60
1	35	115
3	35	40

In schools having 2 or 3 teachers:

	Av. sal.	
2	\$75	120
2	73	100
2	65	100
2	62	120

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

IDAHO.

BOISE COUNTY: Pop., 5,350; area, 3,469 sq. miles; number of teachers, 59.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$810	180
1	675	173½
1	630	180
1	600	137
1	595	170
1	563	135
1	560	160
1	560	160
1	550	120
1	526	120
1	520	154
1	470	96
1	455	140
1	450	145
1	415	160
1	414	140
1	391	114
1	390	119
1	380	116
1	376	90
1	370	106
1	360	120
1	350	175
1	342	120
1	341	149
1	330	121
1	330	120
1	325	160
1	313	120
1	303	135
1	301	158
1	300	97
1	275	90
1	200	120
1	197	146
1	195	110
1	125	159
1	110	60
1	45	120
<i>In schools having 2 or 3 teachers:</i>		
2	Av. sal. \$640	158
2	568	152
2	438	180
2	436	133

BOISE COUNTY—Continued.

In schools having 2 or 3 teachers—Continued.

Teachers.	Av. sal.	Term in days.
2	\$294	140
2	263	180
2	227	134
2	210	110

In schools having 4 or more teachers:

4	334	180
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BONNEVILLE COUNTY: Pop., 3,588; area, 3,129 sq. miles; number of teachers, 104.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$630	183
1	600	160
1	520	160
2	520	149
2	520	140
1	510	155
1	496	140
1	455	140
1	410	108
1	390	120
2	260	80
1	200	100

In schools having 2 or 3 teachers:

Av. sal.	Term in days.
2	\$750 169
2	630 160
2	600 163
2	600 146
3	587 160
2	580 154
2	580 145
2	541 145
2	485 140
2	463 171
2	420 130
3	400 149
2	360 180

In schools having 4 or more teachers:

40	900	180
5	675	165
6	573	160
6	525	163
4	525	149

ILLINOIS.

ROCK ISLAND COUNTY: Pop., 70,404; area, 494 sq. miles; number of teachers, 135.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$720	175
1	640	168
1	625	139
1	620	169
1	600	171
1	495	185
1	480	170
1	475	171
1	460	172
1	450	180
1	440	173
1	440	169
1	440	168
1	425	185
1	410	170
1	405	170
1	400	187
1	400	179
1	400	174
1	400	172
3	400	171
2	400	170
2	400	169

ROCK ISLAND COUNTY—Continued.

In schools having only 1 teacher—Continued.

Teachers.	Salary.	Term in days.
1	\$400	168
1	390	154
1	385	148
1	376	170
1	375	150
1	368	160
1	360	176
1	360	173
1	360	172
1	360	171
1	360	170
1	360	169
2	360	168
1	350	171
1	350	170
1	350	169
1	340	176
1	340	166
1	335	101
1	333	165
1	330	168
1	328	155
1	320	185

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

ILLINOIS—Continued.

ROCK ISLAND COUNTY—Continued.

In schools having only 1 teacher—Continued.

Teachers.	Salary.	Term in days.
3	\$320	170
1	320	169
1	320	165
1	315	168
1	315	157
1	310	168
2	300	170
1	300	163
1	300	129
1	280	175
1	280	170
1	280	168
1	280	151
1	280	150
2	280	148
1	275	172
1	260	154
1	245	145
1	240	168
1	240	161
1	225	154
1	225	102
1	210	170
1	210	126

In schools having 2 or 3 teachers:

	Av. sal.	
3	\$570	182
3	556	181
2	545	177
2	485	180
2	420	175
2	400	168½
2	391	169
2	380	191
2	298	190
2	240	182
3	240	170
2	201	149
3	180	170
2	176	166

In schools having 4 or more teachers:

	Av. sal.	
5	513	190
4	440	155
9	425	175
7	380	171

WOODFORD COUNTY: Pop., 20,506; area, 522 sq. miles; number of teachers, 120.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$600	174
1	585	182
1	560	176
1	540	189
1	540	186
1	520	172
2	520	167
1	520	166
1	520	164
1	520	160
1	500	166
1	500	150
1	488	150
1	480	172
1	480	171
2	480	170
1	480	160

WOODFORD COUNTY—Continued.

In schools having only 1 teacher—Continued.

Teachers.	Salary.	Term in days.
2	\$480	168
3	480	167
1	480	166
1	480	148
1	468	179
1	460	153
1	440	179
1	440	171
1	440	169
3	440	168
4	440	167
2	440	165
1	440	164
1	440	161
1	440	141
1	425	179
1	420	185
1	420	168
1	420	161
1	413	139
1	400	179
1	400	182
1	400	175
3	400	171
1	400	171
2	400	169
3	400	168
3	400	168
1	400	165
2	400	164
2	400	162
1	400	161
1	400	160
1	400	158
1	400	140
1	385	152
1	385	149
1	383	179
1	380	169
1	360	183
1	360	174
2	360	172
1	360	171
1	360	170
1	360	169
2	360	168
1	360	165
1	360	160
1	350	150
1	330	144
1	324	167
1	320	170
2	320	168
1	320	167
1	320	166
2	320	163
1	315	150
1	315	145
1	315	129

In schools having 2 or 3 teachers:

	Av. sal.	
3	\$585	185
2	553	177
3	507	167
2	440	167
2	180	114

In schools having 4 or more teachers:

	Av. sal.	
4	506	189
4	563	179

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

INDIANA.

DEARBORN COUNTY: Pop., 21,296; area, 212 sq. miles; number of teachers, 81.*In schools having only 1 teacher:*

Teachers.	Salary.	Term in days.
1	\$675	180
1	480	160
1	480	150
1	460	135
1	459	135
1	453	160
1	450	150
1	441	130
2	440	160
1	439	135
1	423	130
1	421	135
1	419	135
1	401	120
1	398	118
1	396	120
1	392	135
1	390	130
1	386	140
1	382	135
2	377	135
1	359	180
1	358	130
1	351	135
1	350	140
1	338	135
1	334	120
1	332	118
1	331	120
1	330	150
1	329	140
1	328	140
1	326	118
1	326	118
1	326	150
1	324	118
1	306	135
1	304	135
2	300	135
1	299	130
1	298	130
1	288	130
2	274	120
1	269	120
1	264	120

DEARBORN COUNTY—Continued.*In schools having only 1 teacher—Continued.*

Teachers.	Salary.	Term in days.
1	\$262	120
1	261	120
1	260	118
1	258	118

In schools having 2 or 3 teachers:

Teachers.	Av. sal.	Term in days.
2	\$480	160
2	430	153
2	422	135
2	382	120
2	379	135
2	368	118
2	337	120
2	332	118
2	300	120
2	270	120

In schools having 4 or more teachers:

Teachers.	Av. sal.	Term in days.
4	\$19	180
4	526	150

ELKHART COUNTY: Pop., 49,008; area, 462 sq. miles; number of teachers, 133.*In schools having 3 teachers:*

Teachers.	Av. sal.	Term in days.
3	\$476	150

In schools having 4 or more teachers:

Teachers.	Av. sal.	Term in days.
6	\$96	160
7	582	160
8	568	140
9	530	160
9	525	160
5	517	160
5	489	140
9	466	160
10	462	150
11	461	142
8	445	150
8	432	140
10	425	140
9	373	140
4	370	140
7	348	140
5	348	140

IOWA.

DELAWARE COUNTY: Pop., 17,868; area, 571 sq. miles; number of teachers, 155.*In schools having only 1 teacher:*

Teachers.	Salary.	Term in days.
1	\$360	160
7	347	180
1	345	180
6	342	180
7	340	180
6	340	170
1	340	160
10	335	180
1	325	170
4	320	170
17	320	160
7	315	170
1	315	160
1	310	160
1	305	180
9	305	160
1	300	170
15	300	160
19	295	160
1	210	110
1	200	110
1	98	50

DELAWARE COUNTY—Continued.*In schools having 2 or 3 teachers:*

Teachers.	Av. sal.	Term in days.
2	\$540	180
3	367	170
4	320	160

In schools having 4 or more teachers:

Teachers.	Av. sal.	Term in days.
5	\$78	180
6	557	180
4	540	180
4	520	180
5	516	180
4	470	180

KOSSUTH COUNTY: Pop., 21,971; area, 972 sq. miles; number of teachers, 124.*In schools having only 1 teacher:*

Teachers.	Salary.	Term in days.
1	\$450	180
1	450	177
1	430	219
1	430	200
1	105	180
2	105	177

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

IOWA—Continued.

KOSSUTH COUNTY—Continued.

<i>In schools having only 1 teacher—Continued.</i>		
Teachers.	Salary.	Term in days.
1	\$397	180
1	388	175
1	388	165
1	384	160
1	378	177
1	378	176
3	376	160
1	375	180
1	370	180
1	367	160
3	360	180
1	354	160
1	353	180
1	344	160
1	344	158
1	340	175
1	340	156
4	336	160
1	336	156
1	334	158
1	332	160
1	332	159
1	330	158
2	328	160
1	328	157
1	326	160
11	320	160
1	320	159
1	320	158
1	320	157
1	320	156
1	315	160
1	315	159
1	315	150
1	312	159
1	312	158
1	310	160
1	308	160
1	308	158
1	308	157
1	304	160
1	304	159
1	304	156
1	303	159
1	301	140
1	301	138
1	301	137
1	300	119
2	296	160

KOSSUTH COUNTY—Continued.

<i>In schools having only 1 teacher—Continued.</i>		
Teachers.	Salary.	Term in days.
1	\$294	140
1	294	120
1	293	130
1	290	160
1	288	160
1	288	140
1	286	140
1	282	120
1	280	157
2	280	140
1	276	160
1	273	130
1	273	120
1	270	140
2	270	120
1	268	125
1	258	118
1	256	159
3	252	120
1	252	115
1	246	116
1	240	178
4	240	120
2	236	120
1	232	153
1	226	118
1	224	160
1	210	104
1	198	100
1	198	99
1	194	189
1	189	100
1	175	90
2	168	80
1	160	80
2	160	78
1	152	79
1	140	78
1	140	70
1	126	60
1	94	40
1	84	40
1	80	40
1	80	39
1	70	40
<i>In schools having 4 teachers:</i>		
4	Av. sal. \$506	180

KANSAS.

CLAY COUNTY: Pop., 15,851; area, 638 sq. miles; number of teachers, 112.

<i>In schools having only 1 teacher:</i>		
Teachers.	Salary.	Term in days.
1	\$680	160
1	480	160
1	450	160
10	440	160
6	420	140
6	400	160
1	385	160
19	385	140
1	375	160
1	375	150
1	365	140
1	360	160
40	350	140
2	315	140
<i>In schools having 2 or 3 teachers:</i>		
3	Av. sal. \$579	180
2	563	180

CLAY COUNTY—Continued.

<i>In schools having 2 or 3 teachers—Continued.</i>		
Teachers.	Av. sal.	Term in days.
2	\$540	160
2	520	180
3	494	180
2	440	160
<i>In schools having 4 or more teachers:</i>		
7	566	180

LABETTE COUNTY: Pop., 21,422; area, 643 sq. miles; number of teachers, 120.

<i>In schools having only 1 teacher:</i>		
Teachers.	Salary.	Term in days.
1	\$380	160
1	405	180
1	455	160
1	440	160
5	420	180
4	400	160

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

KANSAS—Continued.

LABETTE COUNTY—Continued.

In schools having only 1 teacher—Continued.

Teachers.	Salary.	Term in days.
1	\$385	160
8	385	140
1	368	140
32	350	140
1	336	140
2	333	140
1	329	140
1	322	140
1	320	160
20	315	140
14	280	140

LABETTE COUNTY—Continued.

In schools having only 1 teacher—Continued.

Teachers.	Salary.	Term in days.
1	\$263	140
3	245	140
In schools having 2 or 3 teachers:		
	Av. sal.	
5	\$480	160
2	460	160
2	400	160
In schools having 4 or more teachers:		
8	498	180
4	460	160

KENTUCKY.

FULTON COUNTY: Pop., 14,114; area, 193 sq. miles; number of teachers, white, 27; colored, 9.

In schools having only 1 teacher:

White—

Teachers.	Salary.	Term in days.
1	\$527	140
1	510	120
1	450	120
1	312	120
1	306	120
1	300	122
2	300	120
1	275	110
1	273	150
1	258	120
1	250	125
1	248	118
1	246	120
2	240	120
3	234	120
2	228	120
1	222	120
1	214	119
1	213	120
1	209	113

In schools having 2 or 3 teachers:

Av. sal.

2 \$383 180

In schools having only 1 teacher:

Colored—

Teachers.	Salary.	Term in days.
1	\$312	120
1	306	120
1	249	118
2	240	120
2	222	120
1	216	120
1	213	120

MORGAN COUNTY: Pop., 14,250; area, 365 sq. miles; number of teachers, 88.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$325	120
7	320	120
1	318	120
1	310	120
3	300	120
1	280	120
7	275	120
1	273	120
5	270	120
2	245	120
3	240	120
7	235	120
12	230	120
3	228	120
10	225	120
2	222	120
4	220	120
1	210	120

In schools having 2 or 3 teachers:

Av. sal.

3	\$403	120
2	375	150
2	313	120
2	265	140
2	265	120

In schools having 4 or more teachers:

4	578	160
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LOUISIANA.

LA SALLE PARISH: Pop., 9,408; area, 640 sq. miles; number of teachers, white, 64; colored, 6.

In schools having only 1 teacher:

White—

Teachers.	Salary.	Term in days.
1	\$540	180
6	480	160
3	450	180
1	405	180
3	400	160
1	395	160
1	385	180
1	365	160
3	360	160
1	325	180
2	320	160
1	245	140

LA SALLE PARISH—Continued.

In schools having 2 or 3 teachers:

White—

Teachers.	Av. sal.	Term in days.
2	\$585	180
2	540	160
3	493	180
2	480	160
2	473	140
6	467	160
2	460	160
2	385	180

In schools having 4 or more teachers:

11	600	180
4	518	180
4	510	170

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

LOUISIANA—Continued.

LA SALLE PARISH—Continued.

In schools having only 1 teacher:
Colored—

Teachers.	Salary.	Term in days.
1	\$150	60
2	105	60
1	90	60
1	75	60
1	60	60

ST. LANDRY PARISH: Pop., 66,661; area,
1,646 sq. miles; number of teachers, white,
82; colored, 16.

In schools having only 1 teacher:
White—

Teachers.	Salary.	Term in days.
1	\$480	180
1	450	180
2	440	180
2	405	180
2	400	180
19	360	180
1	315	140
1	280	180
2	225	100

ST. LANDRY PARISH—Continued.

In schools having 2 or 3 teachers:

Teachers.	Av. sal.	Term in days.
6	\$465	180
4	430	180
6	417	180
2	405	180
5	400	180
2	380	180
3	373	180
2	330	180

In schools having 4 or more teachers:

Teachers.	Av. sal.	Term in days.
8	\$19	180
10	612	180
4	450	180
4	440	180
5	416	180

In schools having only 1 teacher:
Colored—

Teachers.	Salary.	Term in days.
3	\$280	180
1	280	100
10	240	180
1	150	180
1	120	180

MAINE.

CUMBERLAND COUNTY—Harrison and
Bridgton towns: Pop., 3,637; number of
teachers, 16.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$432	185
1	392	185
1	368	185
1	355	195
1	350	195
1	340	195
2	324	185
2	306	195
2	288	185
1	281	195
1	257	195
1	255	195
1	238	195

OXFORD COUNTY—Paris and Woodstock
towns: Pop., 4,344; number of teachers, 29.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$630	180
1	384	180
1	352	180
1	320	180
3	308	180
1	279	180
1	269	155
1	268	155
1	264	155
1	263	180
1	262	180
1	256	180
1	250	180
1	233	155
2	224	180
1	222	155
1	217	155
1	208	180
1	202	155
1	195	180
1	120	155
1	75	49
2	70	49

OXFORD COUNTY—Continued.

In school having 2 teachers:

Teachers.	Av. sal.	Term in days.
2	\$580	180

WASHINGTON COUNTY—Lubec town: Pop.,
3,363; number of teachers, white, 14.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
2	\$418	180
6	380	180
1	375	180
1	370	180
1	360	180
1	350	180
1	342	180
1	340	180

YORK COUNTY—York town: Pop., 2,808;
number of teachers, white, 34.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$504	180
1	500	180
1	432	180
2	432	175
1	432	165
1	432	165
2	395	180
1	386	175
2	372	180
2	360	180
1	360	175
1	360	170
6	330	185
4	324	180

In schools having 2 or 3 teachers:

Teachers.	Av. sal.	Term in days.
2	\$386	180
2	380	180

In schools having 4 or more teachers:

Teachers.	Av. sal.	Term in days.
4	400	180

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

MARYLAND.

CAROLINE COUNTY: Pop., 19,316; area, 319 sq. miles; number of teachers, white, 93; colored, 24.

In schools having only 1 teacher:

White—

Teachers.	Salary.	Term in days.
1	\$588	180
1	496	180
1	479	180
1	449	180
1	448	180
1	448	180
1	448	180
1	446	180
1	435	180
1	409	180
1	399	180
1	397	180
1	369	180
1	359	180
1	356	180
1	356	180
1	356	180
1	355	180
1	353	180
1	349	180
1	348	180
1	347	180
1	347	180
1	346	180
1	344	180
1	327	180
1	321	180
1	319	180
1	318	180
1	316	180
1	316	180
1	314	180
1	310	180
1	298	180
1	298	180
1	298	180
1	296	180
1	294	180
1	293	180
1	290	180
1	288	180
1	286	180
1	274	180

In schools having 2 or 3 teachers:

	Av. sal.	
3	\$458	180
3	428	180
2	410	180
2	364	180
2	346	180
2	320	180

In schools having 4 or more teachers:

7	656	180
5	609	180
8	509	180
7	499	180
5	497	180
4	426	180

In schools having only 1 teacher:

Colored—

	Salary.	
4	\$177	120
1	176	120
1	175	120
1	161	120
1	153	120
1	152	120
1	152	120
1	150	120
1	145	120
1	142	120
1	141	120
1	134	120
1	117	120
1	88	120

CAROLINE COUNTY—Continued.

In schools having 2 or 3 teachers:

Teachers.	Av. sal.	Term in days.
2	\$234	120
2	171	120
3	135	120

CARROLL COUNTY: Pop., 33,924; area, 447 sq. miles; number of teachers, white, 157; colored, 10.

In schools having only 1 teacher:

White—

Teachers.	Salary.	Term in days.
1	\$470	164
11	450	164
1	430	164
1	425	164
1	400	164
1	400	160
2	380	164
1	385	164
1	380	164
11	370	164
1	370	163
1	370	162
4	360	164
12	350	164
2	350	163
1	350	160
5	340	164
1	340	163
1	340	158
1	340	156
1	330	164
2	330	163
1	330	161
1	330	159
6	320	164
1	320	163
2	320	162
1	320	156
13	300	164
4	300	162
1	300	160
1	300	159
1	300	124

In schools having 2 or 3 teachers:

	Av. sal.	
2	\$398	158
2	385	159
2	379	164
4	375	164
2	375	163
2	375	164
2	360	164
2	350	163
2	335	164
2	325	164
3	323	134
2	301	164
2	280	164
2	150	164

In schools having 4 or more teachers:

6	561	164
4	512	164
4	475	164
4	421	164
4	414	164
4	402	164

In schools having only 1 teacher:

Colored—

	Salary.	
1	\$207	140
1	207	137
1	206	138
1	202	140
1	202	135
1	202	140
1	202	140
1	202	140
1	201	128
1	201	140

TABLE 37.—*Salaries of rural school-teachers in certain typical counties—Continued.*

MASSACHUSETTS.

BERKSHIRE COUNTY—Williamstown town:
Pop., 3,708; number of teachers, 8.*In schools having only 1 teacher:*

Teachers.	Salary.	Term in days.
1	\$462	183
1	394	180
1	387	176
1	377	178

In schools having 2 or 3 teachers:

1	408	183
1	418	177½
1	441	177½
1	474	183

BRISTOL COUNTY—Dartmouth town: Pop., 4,378; number of teachers, 23.*In schools having only 1 teacher:*

Teachers.	Salary.	Term in days.
1	\$635	175
1	558	175
5	540	175
1	530	176
1	504	189
1	504	175
1	468	175
2	450	176
4	432	175
1	396	175

In schools having 2 or 3 teachers:

	<i>Av. sal.</i>	
4	\$825	193
2	675	192
2	468	175
2	458	175

HAMPDEN COUNTY—Monson and Brimfield towns: Pop., 5,634; number of teachers, 14.*In schools having only 1 teacher:*

Teachers.	Salary.	Term in days.
11	\$400	190
	<i>Av. sal.</i>	
2	\$439	190
3	371	190

*In schools having 2 or 3 teachers:***WORCESTER COUNTY—Charlton and Leicester towns:** Pop., 5,360; number of teachers, 23.*In schools having only 1 teacher:*

Teachers.	Salary.	Term in days.
1	\$511	172
1	435	172
1	432	171½
1	400	172
1	387	173
1	374	163
1	368	171½
1	363	172
1	357	163
2	340	163
1	340	182
1	323	167½
1	323	161½
1	323	161½
1	316	164
1	314	163
1	314	163
1	306	166

In schools having 2 or 3 teachers:

	<i>Av. sal.</i>	
2	\$787	191
2	272	162

MICHIGAN.

ALPENA COUNTY: Pop., 19,965; area, 584 sq. miles; number of teachers, 69.*In schools having only 1 teacher:*

Teachers.	Salary.	Term in days.
1	\$525	175
3	600	200
1	495	180
1	450	200
7	450	180
2	405	180
4	360	180
8	342	180
1	326	173
7	320	160
7	355	180
4	304	160
19	290	160
1	240	120
1	204	136

In schools having 2 or 3 teachers:

	<i>Av. sal.</i>	
2	\$500	200

DICKINSON COUNTY: Pop., 20,534; area, 776 sq. miles; number of teachers, 52.*In schools having only 1 teacher:*

Teachers.	Salary.	Term in days.
1	\$625	200
2	600	200
2	550	200
1	523	190
4	500	200
1	499	190
1	475	200
3	475	190
1	450	200
1	300	120
2	250	100

In schools having 2 or 3 teachers:

	<i>Av. sal.</i>	
2	\$700	200
3	672	190
3	667	200
2	625	200
3	607	200
3	600	200

In schools having 4 or more teachers:

	<i>Av. sal.</i>	
4	618	200
13	546	200

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

MINNESOTA.

BROWN COUNTY: Pop., 20,134; area, 615 sq. miles; number of teachers, 88.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$540	180
1	480	160
1	464	160
4	450	180
1	445	180
7	440	160
1	440	140
1	416	160
18	400	160
1	380	160
1	376	160
1	368	160
9	360	160
3	360	140
3	350	140
3	320	160
4	315	140
1	304	160
2	300	120
1	285	140
1	280	160
5	280	140
2	270	120
1	266	140
1	245	140
3	240	120

In schools having 2 or 3 teachers:

	Av. sal.	
3	\$515	180
2	428	180
2	400	160

In schools having 4 or more teachers:

4	506	180

WINONA COUNTY: Pop., 32,398; area, 637 sq. miles; number of teachers, 114.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$520	160
4	496	180
1	480	160
1	460	160
10	450	180
1	435	180
1	420	160

WINONA COUNTY—Continued.

In schools having only 1 teacher—Continued.

Teachers.	Salary.	Term in days.
5	\$405	180
1	400	180
4	400	160
3	383	180
1	383	170
1	380	180
1	376	160
4	360	180
7	360	160
2	340	170
1	340	160
1	330	150
1	326	180
12	320	160
1	315	180
1	315	140
1	306	175
1	304	160
2	300	160
1	296	160
3	280	160
1	280	140
1	266	140
1	256	157
1	248	160
3	245	140
1	240	160
1	240	120
1	238	100
1	226	100
1	220	110
6	210	140
2	210	120
1	204	120
1	186	120
1	120	120

In schools having 2 or 3 teachers:

	Av. sal.	
2	\$540	180
2	495	180
2	473	180
2	428	180
2	405	180
2	391	170
2	360	160
2	340	160
2	220	160

MISSISSIPPI.

CARROLL COUNTY: Pop., 22,128; area, 694 sq. miles; teachers, white, 78; colored, 51.

In schools having only 1 teacher:

White—

Teachers.	Salary.	Term in days.
1	\$330	120
3	315	120
5	300	120
1	298	119
1	287	120
2	285	120
1	281	120
1	278	120
1	277	120
1	276	120
1	270	120
1	262	120
1	261	120
1	257	120
1	256	120
1	254	120
1	252	120
1	251	120
1	247	120
1	240	120
1	234	120
1	224	120

CARROLL COUNTY—Continued.

In schools having only 1 teacher—Continued.

White—

Teachers.	Salary.	Term in days.
1	\$222	120
1	214	120
1	199	120
1	198	120
4	180	120
1	156	120
1	143	120

In schools having 2 or 3 teachers:

	Av. sal.	
4	\$360	120
3	320	120
2	315	120
3	287	120
2	275	120
2	225	120
2	212	120
2	210	120
2	209	120
2	207	120
2	198	120
2	171	120
2	161	120

TABLE 37.—*Salaries of rural school-teachers in certain typical counties—Continued.*

MISSISSIPPI—Continued.

CARROLL COUNTY—Continued.

In schools having 4 or more teachers:

Teachers.	Av. sal.	Term in days.
4	\$588	180
5	456	180

In schools having only 1 teacher:

Colored—

Salary.

Teachers.	Salary.	Term in days.
1	\$320	180
1	204	120
1	200	120
2	195	120
1	180	120
3	165	120
2	150	120
1	145	100
1	143	114
1	136	120
1	135	120
1	132	120
1	130	120
1	124	120
2	120	120
1	114	120
4	108	120
1	108	109
1	104	80
1	102	120
1	98	109
4	96	120
3	90	120
1	88	120
1	87	120
1	86	120
3	84	120
1	83	110
1	79	105
1	77	110
2	75	100
1	51	68
1	28	40

In schools having 2 or 3 teachers:

Teachers.	Av. sal.	Term in days.
2	\$209	100

PIKE COUNTY: Pop., 37,572; area, 707 sq. miles; number of teachers, white, 58; colored, 73.

In schools having only 1 teacher:

White—

Teachers.	Salary.	Term in days.
1	\$251	100
3	250	100
1	242	100
1	240	100
1	238	100
1	234	100
1	233	100
1	232	100
1	222	100
1	216	100
1	214	100
2	212	100
1	210	100

PIKE COUNTY—Continued.

In schools having only 1 teacher—Continued.

White—

Teachers.	Salary.	Term in days.
1	\$209	100
3	208	100
1	204	100
4	200	100
1	187	100
1	150	100
1	127	100
1	63	100

In schools having 2 or 3 teachers:

Av. sal.

Teachers.	Av. sal.	Term in days.
2	\$219	100
2	210	100
2	204	100
2	200	100
2	200	100
2	198	100
3	196	100
2	190	100
2	187	100
2	186	100
3	184	100
2	183	100
5	180	100
3	178	100
2	176	100
3	176	100
2	175	100
2	173	100
3	164	100
3	149	100
2	131	300
2	111	100
3	108	100
2	45	100

In schools having only 1 teacher:

Colored—

Salary.

Teachers.	Salary.	Term in days.
5	\$135	100
1	129	100
5	125	100
1	119	100
1	121	100
3	110	100
1	105	100
8	100	100

In schools having 2 or 3 teachers:

Av. sal.

Teachers.	Av. sal.	Term in days.
2	\$178	100
3	123	100
8	123	100
8	118	100
3	115	100
2	113	100
2	112	100
2	112	100
4	110	100
4	108	100
2	106	100
2	103	100
2	100	100
2	85	100
2	81	100

MISSOURI.

RAILS COUNTY: Pop., 12,912; area, 481 sq. miles; number of teachers, white, 65; colored, 1.

Schools having only 1 teacher:

White—

Teachers.	Salary.	Term in days.
2	\$480	160
1	423	160
8	400	160
1	397	160
1	390	120
2	380	160

RAILS COUNTY—Continued.

Schools having only 1 teacher—Continued.

White—

Teachers.	Salary.	Term in days.
1	\$382	145
7	360	160
1	360	140
1	357	160
1	350	160
1	350	140
1	349	160
1	340	160

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

MISSOURI—Continued.

RAILS COUNTY—Continued.

Schools having only 1 teacher—Continued.
White—

Teachers.	Salary.	Term in days.
1	\$236	180
1	230	121
1	325	130
5	320	160
2	315	140
1	313	140
1	310	160
1	309	105
1	305	160
2	298	140
1	290	160
1	290	140
1	272	145
1	240	160
2	240	120
2	210	120
2	180	120
1	165	120

In schools having 2 or 3 teachers:
3 Av. sal. 160
\$453

In schools having 4 or more teachers:
5 421 160

In schools having only 1 teacher:
Colored—

Teachers.	Salary.	Term in days.
1	\$150	120

WORTH COUNTY: Pop., 3,007; area, 265 sq. miles; number of teachers, 63.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$500	180
1	450	180
1	428	140
1	420	160
1	400	180
8	400	160
1	388	160
1	385	140
1	384	160
1	380	160
1	376	160
12	360	160
1	360	140
1	355	140
1	350	160
3	320	160
2	315	140
1	310	120
1	299	140
1	288	120
1	280	160
2	270	140
5	240	120
1	238	140
1	210	120

In schools having 2 teachers:

Teachers.	Av. sal.	Term in days.
2	\$540	180

MONTANA.

MADISON COUNTY: Pop., 7,222; area, 4,581 sq. miles; number of teachers, 73.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$300	152
1	765	170
1	690	156
1	690	146
1	675	171
1	640	153
2	630	172
1	600	153
1	590	167
1	585	171
1	585	158
1	581	154
1	560	160
1	560	152
1	560	151
1	560	147
1	520	157
1	510	158
1	510	125
1	490	132
1	490	131
1	490	124
1	480	155
1	440	152
1	440	99
1	420	114
1	420	107
1	405	129
1	390	118
1	385	131
1	380	116
1	380	113
1	350	135
1	325	95
1	215	99
1	241	66
1	240	72
1	236	81
1	217	73
1	200	73
1	180	52
1	165	87
1	150	58

MADISON COUNTY—Continued.

In schools having 2 or 3 teachers:

Teachers.	Av. sal.	Term in days.
4	\$355	164
2	630	168
2	595	158

In schools having 4 or more teachers:

Teachers.	Av. sal.	Term in days.
5	\$37	166
5	793	172
7	791	152
4	788	168

SANDERS COUNTY: Pop., 2,712; area, 2,860 sq. miles; number of teachers, 51.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$900	180
3	675	180
1	675	177
1	600	160
5	585	180
4	560	160
1	552	170
1	520	160
1	490	140
1	455	140
2	450	180
1	450	120
1	420	120
2	400	120
1	350	140

In schools having 2 or 3 teachers:

Teachers.	Av. sal.	Term in days.
3	\$828	180
2	788	180
2	743	180
2	630	180
2	438	180

In schools having 4 or more teachers:

Teachers.	Av. sal.	Term in days.
8	\$38	180
6	823	180

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

NEBRASKA.

PHELPS COUNTY: Pop., 10,451; area, 538 sq. miles; number of teachers, 70.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$495	172
1	480	158
1	460	155
1	440	158
1	440	157
1	440	156
1	440	155
1	440	135
1	405	170
3	400	159
1	400	158
4	400	157
2	400	156
2	400	155
3	400	154
1	400	150
1	385	139
2	385	138
1	384	156
1	368	139
2	360	160
1	360	159
3	360	158
2	360	156
1	360	155
1	360	137
1	350	139
2	350	138
2	350	137
1	350	136
2	340	158
1	333	139
1	320	159
3	320	157
1	315	139
2	315	138
1	315	137
1	315	129
1	300	119
1	298	137
1	280	160
4	280	138
2	270	118
1	240	119

PHELPS COUNTY—Continued.

In schools having 2 teachers:

Teachers.	Av. sal.	Term in days.
2	\$508	154

STANTON COUNTY: Pop., 7,542; area, 431 sq. miles; number of teachers, 84.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$585	180
1	540	178
1	495	180
2	495	178
1	495	177
2	450	180
1	450	179
1	450	178
1	450	172
1	440	164
1	440	160
1	440	158
1	435	177
1	405	180
2	405	179
5	400	160
2	400	159
1	400	158
3	400	156
2	400	157
1	398	175
1	385	158
1	384	159
1	380	159
1	365	160
1	360	176
1	360	160
1	360	159
1	360	158
1	360	100
2	350	140
2	315	128
1	270	120
1	240	100

In school having 4 or more teachers:

Av. sal.	Term in days.
6	\$555

NEW HAMPSHIRE.

CARROLL COUNTY—Conway, Bartlett, and Madison towns: Pop., 5,177; number of teachers, 33.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$568	175
2	408	167
1	384	176
1	376	176
1	374	167
1	372	166
1	371	175
1	360	176
2	360	175
1	288	176
1	120	60
1	112	70
1	50	30

In school having 3 teachers:

Av. sal.	Term in days.
3	\$408

In schools having 4 or more teachers:

Av. sal.	Term in days.
5	467
4	432
6	432

GRAFTON COUNTY—Haverhill and Beth towns: Pop., 4,476; number of teachers, 27.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$432	172
1	412	165
1	396	168
1	396	167
1	382	168
1	381	173
1	360	174
1	360	174
1	360	173
1	360	172
2	334	172
1	324	172
1	324	171
1	296	173
2	288	172
2	288	171
1	280	171
1	270	173
1	260	174
1	252	172

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

NEW HAMPSHIRE—Continued.

GRAFTON COUNTY—Continued.

In schools having 2 teachers:

Teachers	Av. sal.	Term in days.
2	\$666	173
2	250	172

HILLSBORO COUNTY—Milford town: Number of teachers, 11.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
2	\$360	180
1	324	180
2	288	180

In school having 2 or 3 teachers:

Av. sal.	Term
6	\$360 180

NEW JERSEY.

CAMDEN COUNTY: Pop., 142,029; area, 222 sq. miles; number of teachers, white, 57; colored, 5.

In schools having only 1 teacher:

White—

Teachers.	Salary.	Term in days.
1	\$600	188
1	575	187
1	550	188
2	500	187
1	500	186
1	475	187
1	475	175
1	470	187
1	450	169
1	450	168
1	450	163
1	447	177
1	428	170
1	414	168
1	405	168
1	405	167
1	404	166
1	387	167
1	387	166
1	387	165
1	380	177

In schools having 2 or 3 teachers:

Av. sal.	Term
2	\$625 187
1	575 186
3	550 187
2	538 187
3	533 185
3	533 181
2	525 185
2	499 175
2	499 174
2	466 177
3	459 175
2	419 166
3	417 166

CAMDEN COUNTY—Continued.

In schools having 2 or 3 teachers—Continued.

White—Continued.

Teachers.	Av. sal.	Term in days.
3	\$408	166
2	401	166

In schools having only 1 teacher:

Colored—

Salary.	Term
1	\$550 185
1	500 178
1	450 181½

In schools having 2 teachers:

Av. sal.	Term
2	\$475 186

MIDDLESEX COUNTY: Pop., 114,496; area, 312 sq. miles; number of teachers, 57.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$650	190
1	600	192
1	585	192
2	525	192
1	525	191½
2	500	192
1	500	191
1	500	188
1	500	187

In schools having 2 or 3 teachers:

Av. sal.	Term
2	\$550 192
2	525 188
2	513 192
3	273 191

In schools having 4 or more teachers:

11	688	190
5	665	190
13	621	190
4	563	192
4	550	190

NEW MEXICO.

MORA COUNTY: Pop., 12,611; area, 2,571 sq. miles; number of teachers, 56.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$490	99
1	373	140
1	363	125
3	350	140
1	340	140
3	300	100
1	288	100
1	275	100
1	270	110
5	250	100
1	245	100
1	238	100
1	230	100
1	225	100

MORA COUNTY—Continued.

In schools having only 1 teacher—Continued.

Teachers.	Salary.	Term in days.
1	\$220	100
1	216	100
1	215	100
1	210	100
1	204	100
2	200	100
1	190	100
1	135	60

In schools having 2 or 3 teachers:

Av. sal.	Term
2	\$644 180
3	475 180
2	300 120
2	285 120
2	270 180

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

NEW MEXICO—Continued.

MORA COUNTY—Continued.

In schools having 4 or more teachers:

Teachers.	Av. sal.	Term. in days.
7	\$384	160
7	335	180

OTERO COUNTY: Pop., 7,000; area, 6,600 sq. miles; number of teachers, 44.

In schools having only 1 teacher:

Teachers.	Salary.	Term. in days.
1	\$530	134
1	420	138
1	390	115
1	390	109
1	375	98
1	350	130
1	325	98
1	325	97

OTERO COUNTY—Continued.

In schools having only 1 teacher—Continued.

Teachers.	Salary.	Term. in days.
1	\$300	160
1	250	98
1	250	97
1	220	80
1	200	96

In schools having 2 or 3 teachers:

	Av. sal.	
2	\$803	158
3	575	162
2	560	156
3	390	118
2	330	200
2	225	160
2	131	80
2	75	75

In schools having 4 or more teachers:

13	635	158
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NEW YORK.

ERIE COUNTY: Pop., 522,985; area, 1,624 sq. miles; number of teachers, 116.

In schools having only 1 teacher:

Teachers.	Salary.	Term. in days.
1	\$640	200
1	532	190
1	480	200
1	468	180
1	456	190
1	450	180
5	432	180
3	408	170
1	400	160
2	396	180
1	391	170
8	384	160
1	380	180
1	378	180
1	368	160
1	352	180
6	352	160
2	340	170
9	336	160
1	324	190
21	320	160
9	304	160
12	288	160
1	256	160

In schools having 2 or 3 teachers:

	Av. sal.	
2	\$450	155
2	432	180
2	428	190
2	418	190
2	410	195
2	396	180
2	336	160
2	320	160

ERIE COUNTY—Continued.

In schools having 4 or more teachers:

Teachers.	Av. sal.	Term. in days.
5	\$550	200
4	419	200

ONEIDA COUNTY: Pop., 154,187; area, 1,250 sq. miles; number of teachers, 67.

In schools having only 1 teacher:

Teachers.	Salary.	Term. in days.
1	\$432	160
1	368	160
3	360	180
1	360	32
1	352	160
1	340	180
1	340	180
1	340	170
3	336	160
2	324	180
11	320	160
2	304	160
16	288	160
5	256	160
1	240	160

In schools having 2 or 3 teachers:

	Av. sal.	
2	\$405	180
2	360	180
2	352	160
2	144	100

In schools having 4 or more teachers:

5	543	180
4	463	180

NORTH CAROLINA.

CHOWAN COUNTY: Pop., 11,308; area, 166 sq. miles; teachers, white, 21; colored, 23.

In schools having only 1 teacher:

White—

Teachers.	Salary.	Term. in days.
3	\$255	120
1	240	120
1	232	110
1	215	100
1	100	80
1	135	80
1	133	80
2	120	80

CHOWAN COUNTY—Continued.

In schools having only 1 teacher—Continued.

White—Continued.

Teacher.	Salary.	Term. in days.
1	\$100	80
1	75	70

In schools having 2 or 3 teachers:

	Av. sal.	
2	\$286	140
2	270	120
2	200	100
2	160	80

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

NORTH CAROLINA—Continued.

CHOWAN COUNTY—Continued.

In schools having only 1 teacher:
Colored—

Teachers.	Salary.	Term in days.
1	\$113	100
1	101	90
3	100	80
4	80	80

In schools having 2 or 3 teachers:

	Av. sal.	
2	\$107	90
2	88	85
2	88	80
4	85	80

In school having 4 teachers:

4	\$90	80
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RICHMOND COUNTY: Pop., 19,673; area, 521
sq. miles; number of teachers, white, 47;
colored, 25.In schools having only 1 teacher:
White—

Teachers.	Salary.	Term in days.
1	\$500	200
1	450	180
1	405	180
1	404	180
1	400	160
1	330	122
1	315	125
1	308	123
1	300	120
1	275	121
1	260	140
1	254	138
1	245	121
1	236	136
1	225	111
1	210	120
1	205	120

RICHMOND COUNTY—Continued.

In schools having only 1 teacher—Continued.
White—Continued.

Teachers.	Salary.	Term in days.
1	\$200	115
1	190	120
1	180	98
1	160	80
1	158	90
1	145	81
1	135	90
1	133	100
1	130	87
1	130	80
1	130	65
1	128	62
1	123	120
1	115	82
1	110	62

In schools having 2 or 3 teachers:

	Av. sal.	
3	\$552	180
2	300	185
3	255	150
2	115	122

In schools having 4 or more teachers:

5	486	184
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In schools having only 1 teacher:

Colored—

	Salary.	
3	\$150	120
4	125	100
1	120	180
1	100	100
1	100	85
5	100	80
1	88	88
5	80	80

In schools having 2 teachers:

	Av. sal.	
2	\$100	110
2	88	91

NORTH DAKOTA.

BOWMAN COUNTY: Pop., 4,668; area, 1,104
sq. miles; number of teachers, 68.

In schools having only 1 teacher:

Teacher.	Salary.	Term in days.
2	\$540	180
5	495	180
1	450	180
6	440	160
1	420	160
1	416	160
14	400	160
12	350	140
1	330	120
3	300	120
1	300	110
1	220	80
3	200	80
1	180	80
1	150	60
1	130	70
1	110	55

In schools having 2 or 3 teachers:

	Av. sal.	
3	\$600	180
3	647	180

In school having more than 4 teachers:

7	657	180
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STEELE COUNTY: Pop., 7,616; area, 717 sq.
miles; number of teachers, 73.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$630	180
1	585	180
3	540	180
6	495	180
1	450	180
10	440	160
1	420	140
6	400	160
7	385	140
23	350	140

In school having 3 teachers:

	Av. sal.	
3	\$600	180

In schools having 4 or more teachers:

5	630	180
6	638	180

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

OHIO.

BELMONT COUNTY—Colerain township:
Pop., 5,461; number of teachers, 16.*In schools having only 1 teacher:*

Teachers.	Salary.	Term in days.
2	\$440	156
1	420	156
2	380	156
1	340	156

In schools having 2 or 3 teachers:

	Av. sal.	
2	\$400	156
2	380	156
3	360	156
3	347	156

GREENE COUNTY—Beavercreek township:
Pop., 1,966; number of teachers, 16.*In schools having only 1 teacher:*

Teachers.	Salary.	Term in days.
3	\$540	180
1	495	180
2	450	180
5	405	180

In schools having 2 or 3 teachers:

	Av. sal.	
3	\$517	180
2	473	180

MERCER COUNTY—Washington township:
Pop., 1,504; number of teachers, 12.*In schools having only 1 teacher:*

Teachers.	Salary.	Term in days.
10	\$424	160

MERCER COUNTY—Continued.*In school having 3 teachers:*

Teachers.	Av. sal.	Term in days.
3	\$380	180

WARREN COUNTY—Wayne township: Pop., 2,362; number of teachers, 2.*In schools having only 1 teacher:*

Teachers.	Salary.	Term in days.
8	\$433	173

WAYNE COUNTY—Milton township: Pop., 2,680; number of teachers, 15.*In schools having only 1 teacher:*

Teachers.	Salary.	Term in days.
7	\$425	160
1	375	160

In schools having 4 or more teachers:

	Av. sal.	
7	\$496	170

WILLIAMS COUNTY—Center township: Pop., 1,508; number of teachers, 12.*In schools having only 1 teacher:*

Teachers.	Salary.	Term in days.
9	\$380	157
1	300	157

In school having 2 teachers:

	Av. sal.	
2	\$365	157

OKLAHOMA.

KIOWA COUNTY: Pop., 27,526; area, 1,179 sq. miles; number of teachers, 164.*In schools having only 1 teacher:*

Teachers.	Salary.	Term in days.
1	\$630	176
1	585	176
1	560	138
2	520	160
1	480	156
1	480	155
1	480	154
1	480	140
1	455	136
1	450	180
1	440	157
1	440	156
1	420	139
2	420	138
1	420	136
1	420	118
1	410	140
2	400	160
1	400	100
1	390	120
2	390	117
1	385	140
1	385	138
1	385	137
1	385	136
1	368	137
5	360	120
2	360	118
1	350	140
1	350	137
1	330	120
1	330	119
1	330	118
1	330	117
1	330	116
1	325	100

KIOWA COUNTY—Continued.*In schools having only 1 teacher—Continued.*

Teachers.	Salary.	Term in days.
1	\$315	140
1	315	105
1	302	110
1	300	122
5	300	120
2	300	119
1	300	116
1	300	115
1	300	96
1	275	99
1	270	120
1	260	120
2	250	100
1	225	96
1	210	119
2	200	80

In schools having 2 or 3 teachers:

	Av. sal.	
3	\$570	180
2	500	160
3	479	160
2	440	160
2	420	140
2	378	140
2	350	138
2	340	133
2	340	120
2	313	97
2	262	96
2	240	120

In schools having 4 or more teachers:

6	653	180
8	639	180
11	618	180
8	586	180
14	530	180
5	520	160

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

OKLAHOMA—Continued.

WOODWARD COUNTY: Pop., 16,522; area, 1,223 sq. miles; number of teachers, 121.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
2	\$480	160
1	455	137
1	440	158
1	438	140
1	420	139
1	420	138
1	420	135
1	400	160
1	400	159
1	390	118
4	385	140
1	385	139
1	385	138
1	372	117
1	360	140
1	360	139
3	360	120
1	360	118
2	360	117
5	350	140
1	350	139
1	350	138
1	350	137
4	330	120
1	330	119
1	330	118
1	330	117
1	330	112
1	325	138
1	325	120
1	315	138
13	300	120
3	300	119
5	300	118
1	300	117
1	300	114
2	300	100

WOODWARD COUNTY—Continued.

In schools havin gonly 1 teacher—Continued.

Teachers.	Salary.	Term in days.
1	\$300	98
1	300	97
1	275	100
1	275	96
1	270	138
1	270	120
1	270	119½
1	270	119
2	270	118
1	270	117
1	270	100
4	250	100
1	250	99
1	250	96
1	240	118
1	225	97
1	225	96
1	225	60
1	213	100
1	200	100
1	200	98
1	200	96
1	200	78
1	180	80
5	150	60
1	120	60

In schools having 2 or 3 teachers:

	Av. sal.	
2	\$900	160
2	570	178
2	420	139
2	397	140
2	360	140
2	360	120

In schools having 4 or more teachers:

5	540	155
4	483	159
4	450	132½

OREGON.

CURRY COUNTY: Pop., 2,044; area, 1,498 sq. miles; number of teachers, 29.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$370	120
4	350	120
20	300	120

In schools having 2 or 3 teachers:

	Av. sal.	
2	\$400	160
2	350	120

MORROW COUNTY: Pop., 4,357; area, 2,025 sq. miles; number of teachers, 56.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$675	169
1	675	167
1	608	174
1	595	164
1	585	161
1	556	153
1	540	168
1	537	113
1	525	135
1	520	153
1	520	152
1	480	163
1	480	153
1	480	151
1	440	153

MORROW COUNTY—Continued.

In schools having only 1 teacher—Continued.

Teachers.	Salary.	Term in days.
1	\$440	151
1	434	124
1	420	116
1	402	136
1	375	113
1	363	95
1	360	117
3	360	115
1	360	113
1	357	114
1	345	114
1	330	117
1	330	114
1	330	112
1	320	113
1	311	123
1	300	118
1	300	116
2	300	114
1	272	120
1	243	78
1	165	59
1	150	50

In schools having 2 or 3 teachers:

	Av. sal.	
2	\$720	167
3	520	151

In schools having 4 or more teachers:

6	661	164
4	656	172

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

PENNSYLVANIA.

CLINTON COUNTY: Pop., 31,548; area, 878 sq. miles; number of teachers, 184.

In schools having only 1 teacher:—

Teachers.	Salary.	Term in days.
1	\$350	140

In schools having 2 or 3 teachers:—

	Av. sal.	
2	\$350	140
2	333	140
8	280	140
3	222	140

In schools having 4 or more teachers:—

21	560	180
5	514	180
8	473	140
5	468	180
6	453	180
11	410	180
4	385	140
11	372	180
4	368	140
6	350	180
11	335	140
4	333	140

CLINTON COUNTY—Continued.

In schools having 4 or more teachers—Continued.

Teachers.	Av. sal.	Term in days.
8	\$328	140
6	327	140
6	315	140
11	305	140
8	298	140
5	294	140
4	273	140
6	267	140

UNION COUNTY: Pop., 16,242; area, 385 sq. miles; number of teachers, 64.

In schools having only 1 teacher:—

Teachers.	Salary.	Term in days.
1	\$640	180
1	595	140
1	560	140
1	400	109
31	350	140
29	280	140

RHODE ISLAND.

WASHINGTON COUNTY—North Kingston town: Pop., 4,048; number of teachers, 5.

In schools having only 1 teacher:—

Teachers.	Salary.	Term in days.
2	\$628	180
3	428	180

SOUTH CAROLINA.

CHARLESTON COUNTY: Pop., 88,594; area, 685 sq. miles; teachers, white, 53; colored, 72.

In schools having only 1 teacher:—
White—

Teachers.	Salary.	Term in days.
1	\$540	180
1	495	180
3	450	180
1	428	190
6	390	180
2	345	180
1	320	180
4	315	180
1	280	160
1	275	120
2	245	140
2	210	120
1	175	100
1	140	80

In schools having 2 or 3 teachers:—

	Av. sal.	
2	\$725	180
2	446	180
4	428	180
2	383	180
2	315	180
4	297	180

In schools having 4 or more teachers:—

5	496	180
5	474	180

In schools having only 1 teacher:—
Colored—

	Salary.	
3	\$315	180
10	245	140
7	210	140
4	180	120
4	150	100
2	125	100
2	100	80
1	90	60
13	75	60

CHARLESTON COUNTY—Continued.

In schools having 2 or 3 teachers:—
Colored—Continued.

Teachers.	Av. sal.	Term in days.
4	\$300	180
2	225	160
2	220	160
6	195	120
6	183	140
2	138	100

In school having 4 teachers:—

4	200	160
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DARLINGTON COUNTY: Pop., 24,027; area, 605 sq. miles; number of teachers, white, 55; colored, 40.

In schools having only 1 teacher:—
White—

Teachers.	Salary.	Term in days.
1	\$420	140
1	397	150
3	350	140
1	325	130
1	300	106
1	300	100
1	298	140
1	280	140
1	270	135
1	270	120
1	240	120
2	225	100
1	200	160
1	190	100
1	125	50

In schools having 2 or 3 teachers:—

	Av. sal.	
3	\$700	180
2	439	140
2	429	160
2	392	160
2	345	120

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

SOUTH CAROLINA—Continued.

DARLINGTON COUNTY—Continued.

In schools having 2 or 3 teachers—Continued.
White—Continued.

Teachers.	Av. sal.	Term in days.
2	\$320	160
2	275	120
2	270	140
<i>In schools having 4 or more teachers:</i>		
4	470	160
7	408	160
4	263	140
<i>In schools having only 1 teacher:</i>		
Colored—		
	Salary.	
1	\$229	110
1	175	100
1	150	120
1	140	80
1	135	90
2	125	90
1	120	80

DARLINGTON COUNTY—Continued.

In schools having only 1 teacher—Continued.
Colored—Continued.

Teachers.	Salary.	Term in days.
1	\$113	90
2	110	80
1	106	85
2	100	100
7	100	80
1	100	70
3	90	60
2	75	60
1	75	50
1	50	40
<i>In schools having 2 or 3 teachers:</i>		
	Av. sal.	
2	\$125	100
3	107	80
2	101	80
2	90	80
2	78	80

SOUTH DAKOTA.

FALL RIVER COUNTY: Pop., 7,763; area,
1,766 sq. miles; number of teachers, 51.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$450	176
1	450	174
1	420	138
1	420	137
1	400	158
1	360	160
2	360	159
7	360	158
1	350	138
1	350	137
1	350	135
1	350	119
1	320	159
1	320	155
2	315	139
3	315	138
1	280	139
2	280	138
1	280	137
1	280	136
3	270	118
1	270	117
2	240	119
2	240	118
2	240	117
1	240	116
1	180	78
1	168	154
1	160	79
1	135	59

In schools having 2 or 3 teachers:

	Av. sal.	
3	\$552	198
2	513	178

GRANT COUNTY: Pop., 10,303; area, 691 sq.
miles; number of teachers, 89.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$1,350	172
1	765	178
1	585	171
1	540	178
1	520	159
1	495	178

GRANT COUNTY—Continued.

In schools having only 1 teacher—Continued.

Teachers.	Salary.	Term in days.
2	\$495	177
1	495	176
1	480	160
1	473	177
2	450	178
2	450	177
1	450	147
3	440	159
3	440	158
2	440	157
1	440	155
1	440	154
1	440	139
2	425	170
2	420	134
1	413	148
1	400	160
4	400	158
7	400	157
2	400	156
1	400	154
1	385	139
2	385	138
3	385	137
1	385	133
1	380	156
1	360	157
1	350	143
3	350	139
5	350	138
5	350	137
1	350	136
1	350	135
1	350	133
1	330	118
2	315	129
1	315	138
1	315	137
1	315	135
1	315	132
1	300	116
1	280	139
1	280	138
1	280	136
1	280	135
1	270	157
1	250	125
1	90	40

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

TENNESSEE.

HARDEMAN COUNTY: Pop., 23,011; area, 697 sq. miles; number of teachers, white, 76; colored, 10.

In schools having only 1 teacher:
White—

Teachers.	Salary.	Term in days.
1	\$85	120
3	50	120
1	45	180
1	45	120
2	40	180
24	40	120
1	40	108
1	40	99
1	40	90
1	35	180
10	35	120
1	35	100
1	35	90
1	30	180
3	30	120
1	30	100
1	30	79

In schools having 2 or 3 teachers:

	Av. sal.	
3	\$58	180
3	57	180
2	55	140
2	48	150
2	43	110
2	38	120
2	25	120
2	23	180

In schools having 4 or more teachers:

4	\$1	180

HARDEMAN COUNTY—Continued.

In schools having only 1 teacher:
Colored—

Teachers.	Salary.	Term in days.
1	\$30	180
1	30	120
2	30	100
1	25	180
3	25	120

In schools having 2 or 3 teachers:

	Av. sal.	
2	\$25	100

TROUSDALE COUNTY: Pop., 5,574; area, 186 sq. miles; number of teachers, white, 23; colored, 2.

In schools having only 1 teacher:
White—

Teachers.	Salary.	Term in days.
1	\$180	80
1	160	80
10	140	80
2	120	80
1	100	80

In schools having 2 or 3 teachers:

	Av. sal.	
4	\$140	80

In schools having 4 or more teachers:

4	270	80

In schools having only 1 teacher:
Colored—

	Salary.	
6	\$100	80

In schools having 2 or 3 teachers:

	Av. sal.	
2	\$130	80

TEXAS.

ATASCOSA COUNTY: Pop., 10,004; area, 1,358 sq. miles; number of teachers, white, 87; colored, 4.

In schools having only 1 teacher:
White—

Teachers.	Salary.	Term in days.
1	\$520	180
1	495	180
1	480	180
1	455	150
1	420	140
2	403	140
1	400	160
1	390	120
1	360	120
1	350	140
1	330	120
1	325	100
1	315	140
4	300	120
1	246	100
1	120	60

In schools having 2 or 3 teachers:

	Av. sal.	
2	\$680	160
2	520	160
3	493	160
3	467	140
4	438	140
3	420	180
5	420	140
2	400	160

In schools having 4 or more teachers:

7	\$20	180
6	467	160

ATASCOSA COUNTY—Continued.

In schools having only 1 teacher:
Colored—

Teachers.	Salary.	Term in days.
3	\$400	180
1	160	80

GRIMES COUNTY: Pop., 21,206; area, 812 sq. miles; number of teachers, white, 34; colored, 24.

In schools having only 1 teacher:
White—

Teachers.	Salary.	Term in days.
1	\$480	180
1	480	155
1	471	150
1	450	120
1	420	140
1	420	139
1	420	136
1	420	134
1	420	129
1	420	125
1	420	124
1	400	145
1	390	124
1	398	123
1	390	114
1	356	140
1	335	127
1	300	120
1	270	103
1	200	80

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

TEXAS—Continued.

GRIMES COUNTY—Continued.

In schools having only 1 teacher—Continued.
White—Continued.

Teachers.	Salary.	Term in days.
1	\$200	79
1	190	100
<i>In schools having 2 or 3 teachers:</i>		
	Av. sal.	
3	\$480	160
2	440	140
3	348	120
2	328	120
2	300	114
<i>In schools having only 1 teacher:</i> Colored—		
	Salary.	
1	\$350	140
2	350	135
1	315	146
1	300	150
4	300	115

GRIMES COUNTY—Continued.

In schools having only 1 teacher—Continued.
Colored—Continued.

Teachers.	Salary.	Term in days.
1	\$300	114
1	275	103
1	250	94
1	248	105
1	240	115
1	210	120
1	175	120
1	170	95
1	160	75
1	150	100
1	140	74
1	120	79
1	105	60
<i>In school having 2 teachers:</i>		
2	Av. sal. \$280	160

UTAH.

BOX ELDER COUNTY: Pop., 13,664; area, 5,444 sq. miles; number of teachers, 84.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$619	160
1	619	158
1	619	157
1	619	155
1	616	180
1	600	160
1	580	156
1	560	150
1	520	156
1	489	160
1	480	152

In schools having 2 or 3 teachers:

	Av. sal.	
2	\$634	150
2	600	158
2	600	157
3	580	158
2	554	158
3	553	160
3	553	149
3	550	159
2	550	158
3	547	159
3	540	156
3	538	132
2	536	146
3	536	157
3	517	158
3	513	155
2	510	160
3	500	160
2	493	159

BOX ELDER COUNTY—Continued.

In schools having 4 or more teachers:

Teachers.	Av. sal.	Term in days.
5	\$573	159
6	567	157
6	555	158
5	548	156
4	380	159

MILLARD COUNTY: Pop., 6,118; area, 6,604 sq. miles; number of teachers, 58.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$680	160
1	438	125
1	360	115
3	300	100
1	200	100
1	105	60

In schools having 2 or 3 teachers:

	Av. sal.	
3	\$434	140
2	390	105
3	382	136
3	315	135

In schools having 4 or more teachers:

11	\$526	138
6	501	140
4	484	140
10	429	140
4	423	147
4	422	150

VERMONT.

ORLEANS COUNTY—Derby town: Pop., 2,639; number of teachers, 45.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$648	177
1	540	180
1	432	180
1	432	174
5	360	180
1	360	174
2	360	173

ORLEANS COUNTY—Continued.

In schools having only 1 teacher—Continued.

Teachers.	Salary.	Term in days.
1	\$342	174
1	330	180
1	324	177
1	324	175
1	324	174
3	324	173
1	289	175
1	288	176

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

VERMONT—Continued.

ORLEANS COUNTY—Continued.

In schools having only 1 teacher—Continued.

Teachers.	Salary.	Term in days.
1	\$288	175
1	288	174
1	270	177
1	270	174
1	270	150
2	270	146
1	264	179
1	264	147
1	258	145
1	255	144
1	252	180
1	252	176
1	248	146
2	240	180
4	240	146
1	224	146
2	216	148

WINDSOR COUNTY—Bridgewater town: Pop., 574; number of teachers, 8.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$462	180
1	363	180
3	330	190
1	297	180
2	264	190

WINDSOR COUNTY—Woodstock town: Pop., 2,545; number of teachers, 9.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$408	170
4	374	170
2	340	170
2	323	170

VIRGINIA.

ROCKBRIDGE COUNTY: Pop., 21,171; area, 613 sq. miles; number of teachers, white, 108; colored, 6.

In schools having only 1 teacher:

White—

Teachers.	Salary.	Term in days.
3	\$280	160
1	240	120
17	210	120
1	195	120
1	180	120
7	180	120
3	175	100
1	165	120
5	150	100
1	125	100
1	123	100
1	113	100

In schools having 2 or 3 teachers:

	Av. sal.	
3	\$307	160
2	300	160
3	280	140
2	245	140
2	238	140
2	225	120
2	219	140
6	210	120
2	170	120

In schools having 4 or more teachers:

5	470	160
6	443	180
5	392	160
5	376	160
6	347	160
4	335	160
6	330	160

In schools having only 1 teacher:
Colored—

	Salary.	
1	\$240	160
1	210	120
1	150	100
1	135	120

ROCKBRIDGE COUNTY—Continued.

In schools having 2 or 3 teachers:

Colored—Continued.

Teachers.	Av. sal.	Term in days.
2	\$180	120

WARREN COUNTY: Pop., 3,539; area, 216 sq. miles; number of teachers, white, 22; colored, 6.

In schools having only 1 teacher:

White—

Teachers.	Salary.	Term in days.
1	\$270	120
2	240	120
4	228	120
10	210	140
6	210	120
5	180	120

In schools having 2 or 3 teachers:

	Av. sal.	
2	\$263	140
6	257	140
4	240	120
7	208	140

In schools having 4 or more teachers:

10	458	170½

In schools having only 1 teacher:

Colored—

	Salary.	
1	\$210	140
3	180	120

In schools having 2 or 3 teachers:

	Av. sal.	
2	\$210	140

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

WASHINGTON.

WALLA WALLA COUNTY: Pop., 31,831; area, 1,935 sq. miles; number of teachers, 84.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$699	174
2	765	170
1	720	172
1	720	169
3	675	174
1	675	171
1	675	169
1	630	174
4	630	173
1	630	172
1	630	171
1	630	170
1	600	153
1	588	170
2	585	173
2	585	172
1	585	171
1	560	157
3	560	154
1	560	152
1	560	153
1	560	149
1	560	142
1	553	162
1	525	145
1	520	152
1	480	158
1	480	157
1	480	153
1	440	158
1	438	129
1	406	119
1	385	133
1	360	115
1	300	113

In schools having 2 or 3 teachers:

	Av. sal.	
2	\$833	173
3	795	172
5	720	174
6	705	172
2	675	172
1	653	174
2	653	171

In schools having 4 or more teachers:

11	810	173
4	782	172
6	720	172
6	716	176

SNOHOMISH COUNTY: Pop., 59,209; area, 2,664 sq. miles; number of teachers, 137.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$720	172
1	720	160

SNOHOMISH COUNTY—Continued.

In schools having only 1 teacher—Continued.

Teachers.	Salary.	Term in days.
5	\$675	172
1	675	171
1	675	170
1	675	167
1	675	162
1	675	153
1	675	150
1	657	172
1	630	172
1	630	171
1	594	172
1	585	174
3	585	172
5	585	171
1	585	170
1	576	180
1	560	145
2	540	172
1	540	170
1	540	168
1	540	165½
1	540	162
1	540	153

In schools having 2 or 3 teachers:

	Av. sal.	
3	\$858	181
3	852	190
2	788	171
2	775	171
2	735	172
2	720	172
2	698	170
2	675	172
2	658	171½
2	653	171
3	645	172
2	640	153
6	630	172
2	630	168
2	630	159½
3	625	170
2	623	172
2	613	172
2	608	171
2	603	170
2	603	168
2	585	170
2	560	172
2	326	170½
2	315	152

In schools having 4 or more teachers:

11	902	171
5	860	182½
5	800	190
5	798	172
4	743	172
4	698	171
4	675	171
4	439	172

WEST VIRGINIA.

GRANT COUNTY: Pop., 7,835; area, 461 sq. miles; number of teachers, white, 62; colored, 3.

In schools having only 1 teacher:

White—

Teachers.	Salary.	Term in days.
6	\$300	116
40	240	116
11	210	116
6	180	116
1	150	100

In schools having 2 or 3 teachers:

	Av. sal.	
3	\$400	160
5	300	116

GRANT COUNTY—Continued.

In schools having 2 or 3 teachers—Continued.

White—Continued.

Teachers.	Av. sal.	Term in days.
2	\$270	116
2	240	116
2	225	116

In schools having 4 or more teachers:

4	270	116

In schools having only 1 teacher:

Colored—

	Salary.	
1	\$240	116
2	180	116

TABLE 37.—Salaries of rural school-teachers in certain typical counties—Continued.

WEST VIRGINIA—Continued.

RALEIGH COUNTY: Pop., 25,533; area, 597 sq. miles; number of teachers, white, 145; colored, 6.

In schools having only 1 teacher:

White—

Teachers.	Salary.	Term in days.
1	\$520	226
2	360	116
36	300	116
20	270	116
26	240	116
10	210	116
3	193	88
2	180	116
7	165	88

In schools having 2 or 3 teachers:

	Av. sal.	
3	\$360	116
4	345	116
10	330	116

RALEIGH COUNTY—Continued.

In schools having 2 or 3 teachers—Continued.
White—Continued.

Teachers.	Av. sal.	Term in days.
8	\$315	116
2	300	116
2	270	116
2	193	88
2	129	88

In schools having 4 or more teachers:

8	344	116
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In schools having only 1 teacher:

Colored—

	Salary.	
2	\$300	116
	Av. sal.	
2	\$500	226
2	315	116

WISCONSIN.

MANITOWOC COUNTY: Pop., 44,978; area, 608 sq. miles; number of teachers, 136.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$750	200
2	650	200
1	630	180
1	621	180
3	612	180
1	600	200
1	600	180
1	594	180
4	585	180
2	567	180
1	558	180
2	550	180
8	540	180
4	522	180
1	513	180
1	512	160
1	504	180
1	500	180
11	495	180
1	486	180
1	480	160
1	477	180
12	450	180
1	432	180
1	429	180
1	424	160
3	423	180
2	414	180
5	405	180
1	400	200
2	400	160
1	396	180
1	387	180
3	378	180
5	360	180
1	360	160
1	344	160
2	340	160
3	320	160

In schools having 2 or 3 teachers:

	Av. sal.	
1	\$698	180
1	675	180
1	630	180
1	600	180
2	585	180
1	567	180
1	549	180
2	513	180
1	504	180
1	468	180
1	432	180

MANITOWOC COUNTY—Continued.

In schools having 2 or 3 teachers—Continued.

Teachers.	Av. sal.	Term in days.
1	\$423	180
1	414	180
5	405	180
1	400	160
2	360	180
1	320	160

In schools having 4 or more teachers:

1	675	180
13	600	200
1	495	200
2	405	180

RICHLAND COUNTY: Pop., 15,900; area, 800 sq. miles; number of teachers, 162.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$585	180
1	450	180
1	438	160
1	420	160
1	410	180
1	405	180
3	400	160
1	385	160
1	384	160
1	383	180
1	378	160
2	360	180
11	360	160
1	348	160
1	348	160
1	345	160
1	340	160
1	339	160
5	335	160
1	334	160
1	333	160
1	330	160
3	326	160
1	324	180
1	320	180
21	320	160
2	315	180
1	315	160
1	314	160
1	310	160
3	308	160
1	306	160
1	300	160
4	285	160

TABLE 37.—*Salaries of rural school-teachers in certain typical counties—Continued.*

WISCONSIN—Continued.

RICHLAND COUNTY—Continued.

In schools having only 1 teacher—Continued.

Teachers.	Salary.	Term in days.
1	\$294	180
1	288	180
1	286	180
1	285	180
19	280	180
1	278	180
1	275	180
2	268	180
3	240	180

RICHLAND COUNTY—Continued.

In schools having 2 or 3 teachers:

Teachers.	A. v. sal.	Term in days.
2	\$533	180
3	525	180
4	473	180
3	465	180

In schools having 4 or more teachers:

Teachers.	A. v. sal.	Term in days.
22	635	180
9	562	180
4	536	180
6	491	180

WYOMING.

CONVERSE COUNTY: Pop., 6,294; area, 6,740
sq. miles; number of teachers, 20.

In schools having only 1 teacher:

Teachers.	Salary.	Term in days.
1	\$505	177
1	480	180
1	450	172
3	400	160
3	350	140
1	350	132
1	338	135
1	300	120

CONVERSE COUNTY—Continued.

In schools having only 1 teacher—Continued.

Teachers.	Salary.	Term in days.
1	\$300	115
1	275	121
1	221	90
1	200	73
1	194	92
1	150	60
1	100	60
1	90	68

CHAPTER III.

LAWS RELATING TO TEACHERS' SALARIES.

ALABAMA.

School laws, 1911.

[P. 20] SEC. 1707. The county superintendent of education shall monthly, on the first Saturday of each month of each year, or as soon thereafter as practicable, pay the teachers of the public schools, upon the certificate of the trustees of the district in which the school was taught.

ARIZONA.

School laws, 1912.

[P. 27] SEC. 55. Boards of trustees must use the school moneys received during the year from the State and county apportionment exclusively for the payment of teachers' and other employees' salaries of the district and contingent expenses for the year. If a balance remain in the school fund of a district after the expenses of maintaining school for a period of eight months during the school year shall have been actually paid, such balance may be used in paying debts of the district incurred during the previous year for teachers' salaries and contingent expenses.

[P. 43] SEC. 105. It is expressly provided that no district shall pay any teacher from apportionments of State or county school moneys unless the teacher employed in the school of the district holds a legal certificate, in full force and effect during the whole period of his employment.

ARKANSAS.

School laws, 1910.

SEC. 7617. It shall be unlawful for any director or directors to employ a teacher to teach a school in any district in this State unless said district has money to its credit in the treasury of the county in which said district is located to pay said teacher for such work: *Provided*, That if the amount of taxes to be paid in by the collector of any county shall be sufficient to have school taught in any district in which said taxes are to be paid, then the directors shall have power to employ teachers to teach school in such district: *Provided further*, That a majority of the patrons of any school district in the State shall at all times have the right to petition said board of directors to employ a teacher and cause a school to be taught in any district whenever they so desire: *Provided further*, That said directors do not pay more for services of said teacher than would be necessary to pay said teacher for said services if said money were in the treasury.

CALIFORNIA.

School laws, 1913.

[P. 56] SEC. 1622. Boards of school trustees and city boards of education may use 40 per cent of the county school money for any of the purposes authorized in this chapter; but all the State school money and not less than 60 per cent of the county school money shall be applied exclusively to the payment of teachers' salaries of the elementary schools: *Provided*, That any city superintendent of public schools or supervising principal of public schools who holds a teacher's certificate in force for the full time for which the requisition is drawn may be paid out of the same money or fund used for the payment of the salaries of teachers of the elementary schools.

[P. 56] SEC. 1622a. If the apportionment of the moneys mentioned in section 1622 be at any time insufficient to pay the salaries of the teachers or the expenses connected with the care and maintenance of and supplies for the school buildings, the boards of school trustees and city boards of education may use so much of the surplus in the county fund of the district, or so much of the surplus in any building fund of the district created before the passage of this act, as may be necessary to meet such deficiency: *Provided*, That nothing in this act may be construed as lessening the amount set aside for teachers' salaries.

[P. 178] SEC. 1861. The State school fund must be used for no other purpose than the payment of teachers' salaries in the primary and grammar grades.

[P. 32] SEC. 1563. When the institute is held during the time that teachers are employed teaching, their pay must not be diminished by reason of their attendance.

[P. 87] SEC. 1704. Females employed as teachers in the public schools of this State shall, in all cases, receive the same compensation as is allowed male teachers for like services, when holding the same grade of certificates.

[P. 171] SEC. 1818. In every county, or city and county, constituting but one school district, a portion of the school funds for any fiscal year equal in amount to the total of teachers' salaries for the next preceding fiscal year payable out of the school fund in question shall constitute a special fund, to be used only for the payment of teachers' salaries as hereinafter provided, and to be known as the teachers' salary fund: *Provided*, That no portion of any school fund consisting of moneys which are applicable exclusively to some special purpose defined by statute other than the payment of teachers' salaries shall be deemed a part of such school fund for the purposes of this act. Out of the teachers' salary fund shall be paid the salaries of all teachers holding in the fiscal year positions which existed in the preceding fiscal year. No other demands shall be paid out of such fund. If, by any increase in the rate of salaries, or for any other cause, such funds should be insufficient to pay all of the salaries which constitute demands against it, such funds shall be divided pro rata among such demands, and the portion of such demands unpaid shall be payable out of any available money in the school fund of which said teachers' salary fund constitutes a part. If teachers' positions other than or in addition to those which existed in the preceding fiscal year are created, the salaries of the teachers holding such different or additional positions shall not be paid out of the teachers' salary fund, but out of the other available moneys; but the amount of such salaries shall be included in determining the amount of the teachers' salary fund for the succeeding fiscal year. If there remain in any fiscal year any money in any teachers' salary fund after the payment of all legal demands for such year against such fund, such money so remaining shall be transferred to the general school fund of which said teachers' salary fund is a part, and shall become available for the payment of any unpaid lawful demands against such general fund. It shall be the duty of any officer whose duty it is to audit demands against the school fund of any such county, or city and county, in this State, on or before the first Monday of the fiscal year, to file with the board of supervisors of such county, or city and county, and with the officer whose duty it is to pay demands against the school fund of any such county, or city and county, a certified copy of the statement made by him of the amount of money used in such county, or city and county, for the payment of teachers' salaries for the next preceding fiscal year; and no demands against the school funds of such county, or city and county, shall be allowed, audited, or paid until said copies shall have been filed as aforesaid. The allowance, audit, or payment of any demands out of the teachers' salary fund in violation of this act may be enjoined by the suit of any teacher whose salary is payable from said fund. The members of the governing body of any such county, or city and county, in this State, who shall pass a demand against said teachers' salary fund in violation of the provisions of this act, and any officer whose duty it is to audit demands against such fund and who shall audit a demand against such teachers' salary fund in violation of the provisions of this act, and any officer whose duty it is to pay demands against such funds, and who shall pay a demand against said teachers' salary fund in violation of this act, shall each be jointly and severally liable therefor to any teacher whose salary is payable from said fund who shall have been damaged by the allowance, audit, and payment of such demand.

COLORADO.

Session laws, 1913.

[P. 603] CH. 156. On or before the day designated by law for the commissioners of each county to levy the requisite taxes for the then ensuing year, the school board of each district shall certify to the board of county commissioners that part of the special-tax levy, such part not to exceed 10 mills, which shall be sufficient, with all other apportionments from State or county, for said district to pay each teacher in the district the sum of \$50 per month for a term of not less than six months in each school year, and such part of the special-tax levy shall be made by the county commissioners and shall be used for the purpose of paying teachers' salaries only: *Provided*, That by and with the consent of the county superintendent of schools, school districts in altitudes of 8,000 feet and upwards may limit, for climatic reasons, their school term to not less than four months. The teachers in said schools shall receive \$50 per month for the time employed. Nothing in this act shall operate to prevent any school board from employing its teachers for a longer term, or from paying a larger salary per month than is herein prescribed.

CONNECTICUT.

School laws, 1912.

[P. 88] SEC. 258. Whenever a school district shall, at its annual school meeting, neglect to fix the time or the period for the payment of its teachers, they shall be paid at the end of each school month; and at the close of every such month or period for the payment of teachers, and on the certificate of the school visitor or acting visitor that the school of the district for such month or period has been kept in all respects according to law, the selectmen shall draw an order on the town treasurer in favor of such district for a sum of money sufficient to pay the expenses incurred by such district for said month or period for the wages of teachers, including board, and for fuel and incidental expenses.

[P. 85] SEC. 247. Every town having a valuation of not more than \$2,500,000, as determined by the State board of equalization, may receive annually from the treasurer of the State upon the order of the comptroller the sum which will enable the town to expend annually for the support of the public schools \$25 for each child in attendance, as determined by the attested register for the second year ending July 14 each year: *Provided*, That payments of principals and interest on indebtedness the expense of new building sites, and permanent improvements shall not be included in obtaining the cost of each scholar in average attendance: *And provided*, That such State grant shall be expended only for the payment of teachers' salaries.

DELAWARE.

School laws, 1909.

[P. 24] SEC. 16. Each school committee and each board of education of every incorporated district, immediately upon the selection of a teacher for any school or schools under its supervision, shall notify the county superintendent for the proper county of such selection, stating the name, address, and salary of such teacher or teachers.

[P. 39] SEC. 24. No committee or board of education shall make any deduction or reduction in the salary of a teacher on account of absence from school while attending the teachers' institute. The salaries of the teachers of the free public schools of this State shall be paid quarterly at least.

FLORIDA.

School laws, 1911.

[P. 44] SEC. 98. The special-tax fund set apart by the board of trustees for the payment of teachers shall not be subject to requisition for any other purpose by said trustees.

[P. 44] SEC. 97. It shall be the duty of the county board of public instruction to add the amount set aside for the salaries of teachers in each school within the special-tax school district to the county appropriation made for that school, and upon this determine the salaries to be paid to teachers and the length of the term that the school shall continue, and contract with teachers for the full term that said fund, arising from both county appropriation and the special fund, will sustain the school. The part of this fund arising from the special tax shall be paid to the teachers upon the order of the county board, based upon reports approved by the trustees, the same as other school funds are paid upon the indorsement of the school supervisor.

[P. 42] SEC. 94. The board of trustees shall have the further right to say what proportion of the school funds raised within the district shall be applied in any year to buildings, to school libraries, to salaries of teachers, and to other educational purposes: *Provided*, That they shall make a fair and equitable distribution of the funds among all the schools in the special-tax school district, which shall be shown in their itemized estimate.

IDAHO.

School laws, 1913.

[P. 25] SEC. 58. It shall be the duty of the trustees of each district to employ teachers on written contract, to fix, allow, and order paid the salaries and compensation of such teachers.

ILLINOIS.

School laws, 1911.

[P. 35] SEC. 114. It shall be the duty of the board of directors to appoint all teachers and fix the amount of their salaries.

[P. 37] SEC. 118. The directors shall pay the salaries of the teachers monthly. Upon the receipt of a schedule properly certified, the directors shall forthwith issue and deliver to the teacher an order on the township treasurer for the amount named in the schedule. Such order shall state the rate and time for which the teacher is paid. It

shall not be lawful for the directors to issue an order until they have duly certified the schedule; nor shall it be lawful for the directors, after the date of filing schedule as fixed by law, to certify any schedule not delivered to them before that date when such schedule is for time taught before the first of July preceding, nor give an order in payment of teachers' salaries for the time covered by such delinquent schedules.

INDIANA.

School laws, 1913.

[P. 47] Sec. 1. That the daily wages of the teachers teaching in the public schools of the State shall not be less, in the case of beginning teachers, than an amount determined by multiplying 2½ cents by the general average given such teacher on his highest grade of license at the time of contracting. For teachers having had a successful experience for one school year of not less than six months, the daily wages shall not be less than an amount determined by multiplying 3 cents by the general average given such teacher on his highest grade of license at the time of contracting. For teachers having had successful experience for three or more school years of not less than six months each, the daily wages shall not be less than an amount determined by multiplying 3½ cents by the general average given such teacher on his highest grade of license at the time of contracting. For teachers having had successful experience of five or more school years of not less than six months each, the daily wages shall not be less than an amount determined by multiplying 4 cents by the general average given such teacher on his highest grade of license at the time of contracting. All teachers now exempt from examination shall be paid, as daily wages for teaching in the public schools, not less than an amount determined by multiplying 3½ cents by the general average of scholarship and success given such teacher: *Provided*, That the grade of scholarship accounted in each case be that given at the teachers' last examination, and that the grade of success be that of the teachers' term last preceding the date of contracting: *And provided further*, That 2 per cent shall be added to the teacher's general average of scholarship and success for attending the county institute the full number of days, and that said 2 per cent shall be added to the average scholarship of beginning teachers.

School laws, 1911.

[P. 220] Sec. 316. The trustees of the several townships, towns and cities, shall have the power to levy a special tax, in their respective townships, towns, or cities, for the construction, renting, or repairing of schoolhouses, providing furniture, school apparatus, and fuel therefor, and for the payment of other necessary expenses of the school, including tuition and teachers' salaries, whenever in any current year the tuition funds have been exhausted; but no tax shall exceed the sum of 50 cents on each \$100 worth of taxable property, and \$1 on each poll, in any one year, and the income from said tax shall be denominated the special school revenue.

[P. 223] Sec. 339. Said township trustee or school board of trustees shall use the amount so received from the State for the payment of the salaries of teachers employed in his township or their town to enable him or them to maintain school therein for the full term as required by law during the year for which it was received, and shall use it for no other purpose.

IOWA.

Session laws, 1913.

[P. 267] CH. 249. All teachers in the public schools in this State shall be paid for their services a minimum wage of not less than the amounts hereinafter set forth. All fractions in average grades to be figured at the nearest whole number. Teachers holding a first-grade uniform county certificate or higher shall be paid a daily wage of not less than a sum obtained by multiplying 3 cents by the general average grade shown on each certificate. Teachers holding a second-grade uniform county certificate shall be paid a daily wage of not less than a sum obtained by multiplying 2½ cents by the general average grade shown on such certificate up to and including a general average grade of 85 per cent. Teachers holding a third-grade uniform county certificate shall be paid a daily wage of not less than a sum obtained by multiplying 2½ cents by the general average shown on such certificate: *Provided*, That a teacher having contracted on a second or third grade certificate in conformity with this act shall fulfill such contract at the wage fixed at the time of signing same, plus any additional credit earned under section 2 hereof.

[P. 267] CH. 249, Sec. 2. Every teacher holding either a second or third grade certificate who has taught successfully for one year and attended an approved teachers' training school for a period of six weeks following shall, upon proper certification of such attendance, receive a credit of three points in estimating the salary due and to be paid, but such credit shall not operate to raise the grade of such certificate.

[P. 267] CH. 249, SEC. 3. It shall be unlawful for any school board to contract for or pay a less wage to any teacher in the public schools of this State than the minimum amounts herein fixed for the grade certificate held by such public-school teacher. But nothing herein shall be construed as limiting the right to make a lawful contract for a higher wage than herein specified as a minimum.

School laws, 1911.

[P. 97] SEC. 2806. The board of school corporation shall at its regular meeting in July, or at a special meeting called for that purpose, between the time designated for such regular meeting and the third Monday in August, estimate the amount required for the contingent fund, not exceeding \$7 for each person of school age for transporting children to and from school, and also such fund as may be required for the teachers' fund, which, including the amount received from the semiannual apportionment, shall not exceed \$20 for each person of school age therein, but each corporation may estimate not exceeding \$270, including such apportionment for each regular school therein. No tax shall be estimated by the board after the third Monday in August in each year. School corporations containing territory in adjoining counties may vote and estimate all taxes for school purposes in mills. The board shall apportion any tax voted by the annual meeting for schoolhouse fund among the several subdistricts in such a manner as justice and equity may require, taking as the basis of such apportionment the respective amounts previously levied upon such districts for the use of such fund.

KANSAS.

Session laws, 1913.

A teacher whose contract makes no provision for deduction in salary while the school is closed, and who stands ready to teach, and is prevented only because the board closed the school on account of the prevalence of a contagious disease, is entitled to the compensation agreed on.

School laws, 1913.

SEC. 334. The district board in each district shall contract with and hire legally qualified teachers for and in the name of the district, which contract shall be in writing, and shall specify the wages per week or per month as agreed upon by the parties, and such contract shall be filed in the district clerk's office, and, in conjunction with the county superintendent, may dismiss for incompetency, cruelty, negligence, or immorality.

SEC. 345. The said union district may levy tax for the purpose of purchasing a building or furnishing proper buildings for the accomodation of the school, or for the purpose of defraying necessary expenses and paying teachers, but shall be governed in all respects by the law herein provided for levying and collecting district taxes.

KENTUCKY.

School laws, 1912.

[P. 5] SEC. 18. When any school subdistrict in any school year shall have failed to use all or any part of the money due it for such school year, such school district shall be entitled to said money for the next school year, which money shall be used either to extend the school term or to supplement the salary of the teacher or teachers employed to teach such school as may be agreed upon by the trustees of such subdistrict and the teacher or teachers employed to teach therein: *Provided, however,* That any contract or agreement for the use of any money not used in any previous school year shall be approved by the county superintendent of the common schools.

[P. 49] SEC. 137. The county board of education shall have power to place in one common fund the State fund received from the State treasury, as is now provided by the law and the fund raised in the county by tax levy, and distribute said fund in the county for the purpose of erecting and equipping school buildings and in the payment of teachers and of such other expenses as are necessary in making an efficient system of schools in the county, provided that no school in the county is taught for a shorter period than six months, 120 days, and that no part of said State fund received from the State treasury shall be used except for payment of teachers' salaries in the county, and that no salary paid to a teacher in a subdistrict in the county shall be less than \$35 per month nor more than \$70, except high-school teachers, and that salaries between \$35 and \$70 including the same, shall be based on and regulated by the qualifications of the teacher and the number of children actually in attendance in proportion to the number enrolled in the school census for the district, graduated in accordance with and conforming to such rules and regulations governing same as shall be hereafter prescribed by the State board of education. The scale of graduation of said salaries shall be reported to and approved by the State board of education, and all

rules and regulations governing same promulgated by the State board of education shall conform to law and the purpose of same shall be to increase the efficiency of the common-school system.

[P. 59] SEC. 167. The trustees shall appoint and employ a teacher and principal, or teachers and principals, and fix their salaries.

[P. 20] SEC. 57. Each county superintendent of common schools shall, on the second Saturday in October, reckoning school months of 20 days, pay the amount due each teacher of a common school, for the month or months completed, but not for any fraction of a month, on the certificate of the trustee for the subdistrict and the chairman of the educational division that the school has been taught for that period, and thereafter the county superintendent shall, on the second Saturday of each calendar month, pay the salary due each teacher of a common school for the previous school month or months not previously paid for, on the certificate of the trustees for the subdistrict and the chairman of the educational division that the school has been legally taught for the period specified: *Provided*, That the said payments shall be made to the teacher personally or on written order, and the last payment shall be for the entire balance due the teacher, including the undistributed surplus and interest on the county bond; and that any teacher who may violate his contract with the division board by refusing to continue his school shall forfeit any fractional salary that may be due him. In cities and towns organized as single districts, and reporting direct to the superintendent of public instruction, the provisions of this section shall equally apply, or such city or town may receive in January the whole amount due it if it shall so desire. In either case the president or chairman of the school board of such cities or towns shall make the report required of them by this law.

[P. 47] SEC. 131. When county high schools shall be established, as provided by this act, it shall be the duty of the county board of education to employ and fix the salaries of said teachers necessary to the efficient conduct of said high school.

LOUISIANA.

School laws, 1912.

[P. 28] SEC. 41. The board of directors are hereby authorized and empowered and shall pay to each teacher attending an institute or association meeting, \$2 per day for each monthly meeting or bimonthly meeting and 3 cents per mile each way to and from said meetings, actually and necessarily traveled: *Provided*, That when the institute is held on regular school days teachers shall only receive their regular pay as teachers for such attendance.

[P. 38] SEC. 72. The board of directors of the public schools of the Parish of New Orleans shall adjust and fix equitably the salaries of teachers.

MAINE.

School laws, 1913.

[P. 30] SEC. 85. Teachers may be paid for their services at the close of each school month, but no teachers shall receive final payment for services for any term until the register herein described, properly filled, completed, and signed, is deposited with the school committee, or with a person designated by them to receive it.

[P. 8] SEC. 19. Towns shall expend the entire amount of the school fund and mill tax received from the State, together with the amounts arising from the 80 cents per capita, as provided in section 13 of said chapter, and the funds arising from section 14 of said chapter, for the payment of teachers' wages, etc.

MARYLAND.

School laws, 1912.

[P. 10] SEC. 57. The salaries of teachers or each county shall be fixed by the board of county school commissioners subject to the provisions of any public local law or public general law now in force or hereafter to be passed: *Provided*, That no white teacher regularly employed in the public schools of the State of Maryland, having an average attendance of 10 or more pupils, shall receive a salary of less than \$300 per school year: *Provided*, Garret County shall be exempted from the provisions of this act.

[P. 130] SEC. 1221-2-e. All white teachers regularly employed, holding a first-class teacher's certificate and having taught for a period of three years in any public schools of the State of Maryland, shall receive a salary not less than \$350 per annum: *And provided further*, That if such teacher holds a first-class teacher's certificate and has taught in the public schools of Maryland for a period of five years, he or she shall receive an annual salary of not less than \$400: *And provided further*, That if a teacher holds a first-class teacher's certificate and has taught in the public schools of Maryland

for a period of eight years, he or she shall receive an annual salary of not less than \$450: *And provided further*, That if a teacher holds a second-class teacher's certificate and has taught in the public schools in the State of Maryland for a period of eight years, he or she shall receive an annual salary of not less than \$350. The county commissioners of each county shall levy a sufficient amount to meet the increase of salaries provided for in this act.

MASSACHUSETTS.

School laws, 1911.

[P. 24] SEC. 29. Every teacher shall, before he opens any public school, obtain from the school committee a certificate in duplicate of his qualifications, one of which shall be deposited with the selectmen, or, in a city, with the auditor or treasurer, or with any officer who may be prescribed in the charter, before any payment is made to him on account of his services, and upon so filing such certificate he shall be entitled to receive, on demand, his wages due at the expiration of any quarter, or term longer or shorter than a quarter, or upon the close of any single term of service, subject to the provisions of section 11 of chapter 43.

[P. 35] SEC. 11. The several school-teachers shall faithfully keep the register of attendance daily, and make due return thereof to the school committee. No teacher of a public school shall receive payment for services for the two weeks preceding the close of any term until the register, properly filled up and completed, is so returned.

MICHIGAN.

School laws, 1911.

[P. 98] SEC. 9. The board of education shall have the power to vote the taxes necessary in addition to other school funds for teachers' wages.

[P. 26] SEC. 4674. The district board shall have authority to vote such taxes as may be necessary for the regular running expenses of the school, which shall include school furnishings and all appurtenances, the care of school property, teachers' wages, water supply, premium upon indemnity bond for the treasurer of the district, transportation of pupils, record books and blanks, and all apparatus and material which may be necessary in order that the school may be properly managed and maintained, and for deficiencies in such funds for the preceding year, if any, and for the services of the district officer.

[P. 58] SEC. 4748. It shall be the duty of the board of education in any graded school district to employ all legally qualified teachers necessary for the several schools upon recommendation of the superintendent, and to determine the amount of their compensation, and to require the secretary and president to make contracts with the same on behalf of the district in accordance with the law governing teachers: *Provided*, That the board of education may employ a teacher not recommended by the superintendent, or may reinstate a teacher suspended by the superintendent.

MINNESOTA.

School laws, 1913.

[P. 48] SEC. 116. Any treasurer who uses money applicable for teachers' wages for any other purpose shall be personally liable to any teacher who becomes entitled to any part of such fund for such amount to be recovered in a civil action against such treasurer and the sureties of his official bond.

MISSISSIPPI.

School laws, 1912.

[P. 6] SEC. 4497. The board of education shall have the power to make contracts with and fix the salaries of teachers.

[P. 31] SEC. 4556. The salaries for schools requiring one teacher shall be fixed by the county superintendent between the following limits: For third-grade teachers, between \$15 and \$20; for second-grade teachers, between \$18 and \$30; for a first-grade teacher, between \$25 and \$75: *Provided*, That in counties having a surplus school fund, the county superintendent of education may pay teachers in schools employing two or more teachers as much as \$100 to the principal and \$65 to the teachers; such salaries to continue only so long as said counties may have an unexpended surplus in the school fund. In fixing the salary the superintendent must take into consideration the executive and teaching capacity of the teacher, and the size of the school, to be determined both by the educable population and the district and the average attendance of the preceding two years. The salary of the assistant shall not exceed by more than \$5 the minimum fixed for the grade of license he holds if the teacher be of the second or third grade, nor more than \$20 if the teacher be of the first grade, but

the salary of any assistant may be lower than the minimum. In schools requiring more than one teacher the salary of the principal shall be regulated so that the cost per pupil shall not materially vary from the average cost of pupils in schools with single teachers. This section shall not be construed to prohibit the employment of a competent teacher or teachers of the several grades for a less compensation than that mentioned. The salaries of principal and assistant teachers in separate school districts shall be fixed by the trustees.

[P. 41] SEC. 4573. All school funds received and collected during the scholastic year shall constitute the county fund of the county for that scholastic year; and the salaries of the teachers shall be so fixed as not to allow a deficit in any year. It shall be unlawful for the superintendent to issue pay certificates to teachers in excess of the amount of money received on account of the public schools for the current year, and any certificate so issued shall be illegal and void; but the superintendent shall be responsible on his bond for the holders for the face value of such certificate, and shall be so liable to any person whom he may cause to teach in a public school and for any person for whose payment there is no money in the treasury.

MISSOURI.

School laws, 1913.

SEC. 10846. The board of directors of every school district is hereby empowered and required to continue the public school or schools in the district for a period of eight months in each scholastic year: *Provided*, That when any district has levied for school purposes (teacher and incidental expenses) the maximum levy provided by law and the funds so derived, together with the amount on hand and the amount received from the public funds, are insufficient to maintain such school or schools for such a period, paying the teacher or teachers a maximum salary of \$40 per month, then such district shall receive from the State treasurer a sufficient amount to make up the deficit: *Provided*, That a salary of \$45 per month may be paid by a district employing a teacher who holds a second-grade certificate, and \$50 per month by a district employing a teacher who holds a first-grade certificate or its equivalent: *Provided further*, That no district shall receive more than \$100 in any one year.

[P. 37] SEC. 10822. The State superintendent of public schools shall, annually, before August 15, apportion the public-school fund applied for the benefit of the public schools among the different counties. This apportionment shall be made as follows: The State superintendent shall apportion among the various counties \$50 for each teacher, each principal, and each supervisor actually employed for the entire term: *Provided*, That any teacher employed for less than one-half of the day shall not be counted; any teacher employed for less than one-half of the term for which the school is maintained in the district shall not be counted; for each teacher employed for more than one-half of the school term of the district and less than nine-tenths of the school term, he shall apportion only \$25: *Provided*, That he shall apportion only \$25 for the teacher in any district in which the average attendance during the year preceding the apportionment has been less than 15 pupils per day: *Provided further*, That he shall apportion \$100 for each teacher whose salary is \$1,000 or more per year: *Provided*, That he shall apportion \$50 for each teacher of any district that employs only two teachers, one of whom is colored and one white: *Provided*, That no teacher, principal, or supervisor who is not paid from the public funds of the district shall be counted.

MONTANA.

School laws, 1911.

[P. 129] SEC. 925. At said first meeting, or at some succeeding meeting called for such purpose, said trustees shall make an estimate of the amount of funds needed for building purposes, for payment of teachers' wages, and for payment of contingent expenses, and they shall present to the board of county commissioners a certified estimate of the rate of tax required to raise the amount desired for such purposes, and the board of county commissioners must levy such tax as other county taxes are levied. But in no cases shall the tax for such purposes exceed in any one year the amount of 10 mills on the dollar on the taxable property of the county, and when the tax is levied for teachers' wages and for contingent expenses only, it shall not exceed 3 mills on the dollar.

NEBRASKA.

School laws, 1911.

[P. 43] SEC. 11. The director, with the consent and advice of the moderator and treasurer, or one of them, or under their direction, shall contract with and hire qualified teachers for and in the name of the district, which contract shall be in writing and shall have the consent of the moderator and treasurer, or one of them,

indorsed thereon, and shall specify the wages per week or per month as agreed by the parties, and a duplicate thereof shall be filed in his office.

[P. 54] SEC. 8. The district board shall apply and pay over all moneys belonging to the district according to the provisions of the law regulating the same, and may be directed by the district, but no school money apportioned to any school district shall be appropriated to any other use than the payment of teachers' wages; and no part thereof shall be paid to any teacher who shall not have received a certificate as required in this chapter, before the commencement of his or her school.

NEVADA.

School laws, 1913.

[P. 27] SEC. 67. School trustees shall have the power and it shall be their duty to employ legally qualified teachers, to determine the salary to be paid and the length of the term of the school for which teachers shall be employed. The salaries of the teachers shall be determined by the character of the services required, and in no district shall there be any discrimination in the matter of salary as against female teachers: *Provided*, That it shall be unlawful for the board of trustees of any district to employ any teacher not legally qualified to teach all the grades of the school for which such teacher is engaged to teach.

[P. 46] SEC. 142. The board of trustees or board of education of each city, town, and district may use the moneys from county school funds to purchase sites, build or rent schoolhouses, to purchase libraries, and to pay teachers or contingent expenses as they may deem proper, or for transportation of pupils to and from school.

[P. 35] SEC. 93. The money in the emergency school fund, or such part thereof as may be necessary, shall be distributed to the various districts entitled thereto on the basis of teachers—1 teacher to every 50 census children or fraction thereof; and not more than \$250 shall be allowed for any one teacher. The money thus distributed shall be used only for the payment of teachers' salaries.

NEW JERSEY.

School laws, 1911.

[P. 15] SEC. 20. In case a teacher shall neglect or refuse to perform any duty imposed upon him or her by this act or by the rules and regulations of the board of education, the commissioner of education shall direct the custodian of the school moneys of the school district in which such teacher shall be employed to withhold from such teacher all salary due him or her until he receives notice from the commissioner of education that such teacher has fully complied with the provisions of this act and the rules and regulations of the State board of education relating to his or her duties.

[P. 32] SEC. 74. No teacher or principal shall be appointed, transferred, or dismissed, nor the amount of his or her salary fixed, nor school term determined, nor shall any course of study be adopted or altered, nor textbooks selected, except by the majority vote of the whole number of members of the board of education.

[P. 61] SEC. 117. A board of education may select rules and regulations governing the engagement and employment of teachers and principals, the term and tenure of such employment, and the promotion and dismissal of such teachers and principals, the salaries, and the time and mode of payment thereof, and may from time to time change, amend, or repeal such rules and regulations. The employment of any teacher by such board, and the rights and duties of such teacher with respect to such employment, shall be dependent upon and shall be governed by the rules and regulations in force with reference thereto.

[P. 188] SEC. 1. The order or warrant for the balance of salary due any teacher at the time of closing the school for the summer vacation shall not be delivered to such teacher until the district clerk or other officer authorized to deliver such order or warrant shall have received written notice from the commissioner of education that such teacher has filed his or her register and report of attendance with him: *Provided*, That in any school in which more than one teacher shall be employed, the principal thereof shall file the registers and reports: *And provided further*, That in any district having a superintendent or a supervising principal the filing of the register and reports with such superintendent or supervising principal shall be deemed to be a compliance with the provisions of this rule, and said superintendent or supervising principal shall forward the registers and reports to the commissioner of education.

[P. 192] SEC. 1. The sum of \$400 shall be apportioned to each district for each teacher who shall have been permanently and exclusively employed in a high school in which only an approved four years' course or approved four years' courses of study are maintained. The sum of \$300 shall in like manner be apportioned for each teacher who shall have been permanently and exclusively employed in a high school maintaining only an approved course or approved courses of study of not less than three years.

[P. 124] SEC. 251. Teachers hereafter employed in any graded school in this State supported in whole or in part by the State moneys shall receive salaries proportioned to their experience and success in the school district where they may be employed, such salary, in the case of every teacher whose experience and success have been properly certified to, to be not less than the amount provided for such teacher in the following schedule:

Assistant teachers in primary and grammar schools and kindergartens:

Less than two years' experience, \$408 per annum.
 Two years' and less than three years' experience, \$456 per annum.
 Three years' and less than four years' experience, \$504 per annum.
 Four years' and less than five years' experience, \$552 per annum.
 Five years' and less than six years' experience, \$600 per annum.
 Six years' and less than seven years' experience, \$648 per annum.
 Seven years' and less than eight years' experience, \$696 per annum.
 Eight years' and less than nine years' experience, \$744 per annum.
 Nine years' and less than ten years' experience, \$792 per annum.
 Ten years' and less than eleven years' experience, \$840 per annum.
 Eleven years' and less than twelve years' experience, \$888 per annum.
 Twelve years' experience and upwards, \$936 per annum.

Principals of schools containing grammar and primary departments:

Less than one year's experience as such principal, \$1,800 per annum.
 One year's and less than two years' experience, \$1,900 per annum.
 Two years' and less than three years' experience, \$2,000 per annum.
 Three years' and less than four years' experience, \$2,100 per annum.
 Four years' and less than five years' experience, \$2,200 per annum.
 Five years' and less than six years' experience, \$2,300 per annum.
 Six years' and less than seven years' experience, \$2,400 per annum.
 Seven years' experience and upwards, \$2,500 per annum.

Principals of schools containing primary schools only:

Less than one year's experience as such principal, \$1,200 per annum.
 One year's and less than two years' experience, \$1,300 per annum.
 Two years' and less than three years' experience, \$1,400 per annum.
 Three years' and upwards, \$1,500 per annum.

Principals of primary departments shall be paid at the same rate as principals of schools containing primary departments only.

Vice principals, head assistants, and first assistants of grammar and primary departments:

Less than one year's experience as such vice principal, head assistant, or first assistant, \$996 per annum.
 One year's and less than two years' experience, \$1,056 per annum.
 Two years' and less than three years' experience, \$1,116 per annum.
 Three years' experience and upwards, \$1,176 per annum.

Assistant teachers in high schools, male assistants:

Less than one year's experience, \$1,500 per annum.
 One year's and less than two years' experience, and for each year's experience thereafter at an additional salary of \$100 per annum to not less than the sum of \$2,400 per annum.

Female assistants high school:

Less than one year's experience, and for each year's experience thereafter, at an additional salary of \$100 per annum, to not less than the sum of \$1,200 per annum.

Vice principals of high schools:

Less than one year's experience, \$2,000 per annum, and for each year's experience thereafter, at an additional salary of \$100 per annum, to not less than \$2,500 per annum.

Principals of high schools:

Less than one year's experience as such high school principal, \$2,500 per annum.
 One year's and less than two years' experience, \$2,600 per annum.
 Two years' and less than three years' experience, \$2,700 per annum.
 Three years' and less than four years' experience, \$2,800 per annum.
 Four years' and less than five years' experience, \$2,900 per annum.
 Five years' experience and upwards, \$3,000 per annum.

Model teachers in model departments of training schools for teachers:

In addition to the salaries herein provided for the assistant teachers of primary and grammar schools, \$150 each per annum.

Critic teachers of training schools for teachers:

\$2,000, each, per annum, as extra compensation.

Principals of primary departments of training schools for teachers:

Less than one year's experience, \$1,500 per annum, and for each year's experience thereafter, at an additional salary of \$100 per annum, to not less than the sum of \$1,700 per annum.

Teachers of methods or supervisors of methods of training schools for teachers:

Less than one year's experience, \$1,500 per annum; and for each year's experience thereafter, at an additional salary of \$100 per annum, to not less than \$2,000 per annum.

Principals of training schools for teachers:

Less than one year's experience, \$2,500 per annum, and for each year's experience thereafter, at an additional salary of \$100 per annum, to not less than \$3,000 per annum: *Provided*, That if the annual salary of any teacher now employed in any grade school in any district is less than the amount required to be paid to such teacher by the preceding schedule, the salary of such teacher shall, if the teacher's experience is approved as successful, be increased by adding thereto, annually, beginning with the first day of the fiscal year next succeeding the adoption of this article, in the manner provided in section 226 of this act, a sum equal to the annual increase provided in the preceding schedule for the class to which such teacher belongs, until such teacher's salary shall be in accordance with the schedule: *And provided further*, That the annual salary paid to any principal or vice principal hereafter appointed shall not exceed the annual salary paid at the time such appointment is made to principals and vice principals of the same class, respectively, and that the salary of every such appointee shall, if the experience of such appointee proves to be successful, be increased annually by the amount and in the manner described in this section, until the salary of such appointee shall be in accordance with the preceding schedule.

NEW MEXICO.

School laws, 1909.

[P. 63] SEC. 1536. That every person employed to teach a school established by this act or any act now in force, shall keep a proper record, and at the end of each term, make a report to the county superintendent, showing the whole number of pupils that have attended school during such term, giving the names, ages, sexes, the average daily attendance, the branches taught, and such other facts as may be deemed important, as showing the character of the school and the proficiency of the pupils; and for failure to make such report he may be fined the sum of not more than \$50 upon conviction before any justice of the peace. No person shall be paid any money for teaching any school established under this act until an order is presented, signed by two of the school directors of the proper district and indorsed by the county superintendent.

[P. 158] SEC. 1. That hereafter all public school teachers engaged in teaching in incorporated cities, towns, and villages, as well as in any public schools in the State of New Mexico shall be paid monthly instead of quarterly, as now provided by law, unless there are no funds available, in which event they shall be paid as soon as the funds are available therefor.

[P. 189] SEC. 20. The directors shall not deduct any money from teachers' salaries because of their absence from active duty on legal holidays.

[P. 205] SEC. 8. A county superintendent, member of a board of directors, member of a board of education, county treasurer, or other persons, who shall directly or indirectly cause the school funds to be paid for teachers' services or any other person than a legally qualified teacher under the provisions of this act, shall be guilty of a misdemeanor, and upon conviction thereof shall be fined in the sum of not less than \$100 nor more than \$500 for each and every offense, and may be removed from office in the manner provided by law.

[P. 215] SEC. 26. From and after September 1, 1907, the maximum salary that shall be paid to any teacher employed in the public schools of this State holding a certificate not higher than a third grade shall be \$50 per month; the maximum salary that shall be paid to a holder of a certificate not higher than a second grade shall be \$75 per month; *Provided*, That permits shall in no case be classed higher than a third-grade certificate, but if the holder of a permit shall secure a regular teacher's certificate during the term for which he is engaged, the salary for the entire term may be fixed in accordance with the grade of said certificate: *Provided*, That a teacher employed in the public schools of this State shall be entitled to full pay for a period not to exceed one month during which the school may be closed by the board of directors, board of education, or board of health, on account of loss by fire, danger from contagious diseases, or other similar cause.

[P. 214] SEC. 25. The school directors of each school district and boards of education of cities, towns, and villages, shall have power and are hereby required to provide, by purchase or lease, suitable school houses, to keep in repair and provide said school-houses with necessary furniture and fuel, and to pay teachers' wages, and interest on school bonds, and for the redemption thereof, and to defray all other contingent expenses, connected with the proper conduct of the schools of the district. To provide the necessary funds for such purposes it shall be their duty to make an estimate for a tax levy on the taxable property of the district on or before the first Monday of May of each year, and for the purposes hereinbefore named they are empowered to levy a tax not to exceed 5 mills on the dollar in any one year on taxable property of their respective school districts, which levy shall be certified to the board of county commissioners, and when approved by such board of county commissioners or when fixed by said board in the event of disapproval, shall then be collected by due process of law as other taxes are collected and accounted for. For the purposes hereinbefore mentioned the school directors of each district and boards of education in cities, towns, and villages, are further empowered to levy a tax of more than 5 mills and not to exceed 15 mills: *Provided*, That the tax required above 5 mills shall be voted upon by the qualified voters of said district, except in cities, at a regularly called election for that purpose; and if concurred in by a majority of the votes cast at said election the levy shall be certified to the board of county commissioners, and if such commissioners decide the election legal this tax shall then be collected and accounted for the same as other taxes. To further provide the necessary funds for the conduct of the public schools of the Territory, the territorial auditor shall annually, on or before the first day of May of each year, levy a tax of 3 mills on the dollar upon all taxable property of the territory and certify the same to the county collectors of the several counties, who shall collect the same as other taxes are collected. The school fund derived from the general levy of 3 mills on the dollar shall be paid directly by the several collectors to the treasurers of their respective counties to the credit of the county school fund, and shall be apportioned as required by section 20 of this act, together with all county school funds by the county superintendent of schools: *Provided*, That no portion of the money derived from said 3-mill levy as hereinbefore mentioned shall be apportioned by any county school superintendent to any school district which does not levy a special tax annually of not less than 3 mills on each dollar of taxable property of that district for its district school purposes as hereinbefore provided.

NEW YORK.

School laws, 1912.

[P. 45] SEC. 206. The inhabitants entitled to vote, when duly assembled in any district meeting, shall have power, by a majority of the votes of those present:

1. To vote a tax and pay whatever deficiency there may be in teachers' wages after the public money apportioned to the district shall have been applied thereto.

2. To vote a tax to pay and satisfy of record and judgments of a competent court which may have been or shall hereafter be obtained in an action against the trustees of the district for unpaid teachers' wages, where the time to appeal from said judgments shall have lapsed, or there shall be no intent to appeal on the part of such districts, or the said judgments are or shall be of the court of last resort.

[P. 53] SEC. 253. The trustees of a school district which has not a treasurer may direct by resolution duly entered on the minutes of their proceedings the collector of such district to disburse to teachers the money apportioned by the State for teachers' salaries.

[P. 57] SEC. 275. It shall be the duty of the trustees of a school district and they shall have the power to pay toward the wages of legally qualified teachers the public moneys apportioned to the district for such purpose by giving them orders therefor on the supervisor or on the collector or treasurer of such district when duly qualified to receive and disburse the same.

[P. 70] SEC. 310. The said board of education of every union free school district shall have power, and it shall be their duty, to raise by tax upon the property of the district any moneys required to pay the salaries of teachers employed after applying thereto the school moneys apportioned to the district by the State.

[P. 116] SEC. 498. The school commissioner or commissioners of each county shall proceed at the county seat on or before the 15th day of February of each year and apportion the supervision, district, and teachers' quotas to the several districts entitled thereto as shown by the certificate of the commissioner of education or the school commissioner. They shall secure from the treasurer of the county a transcript of the returns of the supervisors hereinafter required, showing the unexpended moneys in their hands applicable to the payment of teachers' salaries. The amount in each supervisor's hands shall be charged as a partial payment of the sums apportioned to

the towns teachers' salaries. They shall procure from the county treasurer a full list and statement of all payments to him of moneys for or on account of fines and penalties, or accruing from any other source, for the benefit of schools and of the towns and districts for whose benefit the same were received. Such of said moneys as belong to a particular district they shall set apart and credit to them, and such as belong to the schools of a town they shall set apart and credit to the schools of that town, and shall apportion them, together with such as belong to the schools of the county, as hereinafter provided for the payment of teachers' salaries.

[P. 75] SEC. 324. After the presentation of such statement or estimate, the question shall be taken upon voting the necessary taxes to meet the estimated expenditures, and when demanded by any voter present, the question shall be taken upon each item separately, and the inhabitants may increase the amount of any estimated expenditure or reduce the same, except for teachers' wages and the ordinary contingent expenses of the school.

[P. 111] SEC. 490. The amount annually appropriated by the legislature for the support of common schools shall be apportioned by the commissioner of education on or before the 12th day of January in each year as hereinafter provided, and all moneys so apportioned shall be applied exclusively to the payment of teachers' salaries.

[P. 122] SEC. 558. Any trustee who applies, or directs, or consents to the application of any district moneys for the payment of unqualified teachers' salaries thereby commits a misdemeanor, and any fine imposed therefor shall be for the benefit of the common schools of the district.

[P. 124] SEC. 566. The salary of any teacher employed in the public schools of this State shall be due and payable as often as at the end of each month of the term of employment.

NORTH CAROLINA.

School laws, 1913.

[P. 69] SEC. 4163. No person shall be employed as teacher who does not produce a certificate from the county superintendent or the State superintendent of public instruction, dated within the time prescribed by law and continuing to the end of the term. No certificate to teach shall be issued to any person under 18 years of age. Teachers of second grade shall receive not more than \$35 per month out of the public fund, and teachers of the first grade may receive such compensation as agreed upon. Teachers of the third grade shall receive not more than \$25 per month, but no third-grade certificates shall be employed except as an assistant teacher. No teacher shall receive any compensation for a shorter term than one month, unless providentially hindered from completing the term. Twenty school days of not less than six hours nor more than seven hours each day shall be a month. The county board of education shall fix, within the limits prescribed above, the maximum salary to be paid to teachers in each school in the county.

[P. 58] CHAP. 33, SEC. 4. On or before the first Monday in December of each and every year the county board of education of each and every county entitled to aid from this fund shall submit to the State board of education on blanks furnished for that purpose by the State superintendent of public instruction a sworn itemized statement by districts, showing the number of teachers employed in each district, the grade or class and the salary of each teacher, and such other information as may be required. Said statement shall further show under oath that provision has been made as required by law for a four months' school term in each district of said county, the rate of special tax levied therefor, and the aggregate fund derived or to be derived therefrom. On or before the first Monday of February of each year the State treasurer shall certify to the State board of education the amount of said State equalizing school fund derived and to be derived from said 5 cents property tax levied and set aside from the State tax levy on every \$100 value of real and personal property in the State during the school year ending June 30 thereafter, and the State board of education shall apportion said fund among all the counties of the State that have complied with all the requirements of the law for providing a school term of four months in every school district, so as to equalize the school terms in said counties and bring the term in each legal school district in each of said counties to an equal length, bringing all terms in all districts to a minimum of six months, or as near thereto as the funds provided for this purpose render possible. The State board of education, however, shall apportion this fund only for the salaries of the teachers employed, and no part of said fund shall be apportioned or used for any other purpose than for the payment of salaries of the said teachers for the period designated by the State board of education in the apportionment to each county. The salaries apportioned from said fund for teachers shall not exceed \$40 per month for the first grade, \$30 per month for the second grade, and \$20 per month for the third grade. Any balance of the said fund that may

remain after equalizing terms to six months as herein provided shall be apportioned among all the counties of the State per capita as to school population.

At the end of every term of a public school the teacher or principal of the school shall exhibit to the school committee a statement of the number of pupils, male and female, the average daily attendance, the length of the term, and the time taught. If the committee is satisfied that the provisions of this chapter have been complied with, they shall give an order on the treasurer of the county school fund, payable to such teacher, for the full amount due for services rendered; but monthly, and, if required by the county superintendent, weekly statements and reports shall be made by the teacher to the committee and to the county superintendent. Orders on the treasurer shall be valid when signed by two members of the committee and countersigned by the county superintendent. The county board of education of each and every county is hereby authorized and directed to provide for the prompt payment of all teachers' salaries due at the end of each school month.

NORTH DAKOTA.

School laws, 1911.

[P. 28] SEC. 72. The district school board shall employ the teachers of the school district and may dismiss a teacher at any time for plain violation of contract, gross immorality, or flagrant neglect of duty. No person shall be permitted to teach in any public school who is not the holder of a teachers' certificate or a permit to teach, valid in the county or district in which such school is situated, and every contract for the employment of a teacher must be executed before such teacher begins to teach in such school; *Provided*, That no teacher holding a valid certificate shall teach for less than \$45 per month. Nothing in this section shall be construed to mean that teachers holding the same grade certificate must necessarily receive the same salary.

[P. 84] SEC. 269. No teacher shall be paid the last month's salary in any term until such report shall have been approved by the county superintendent and one copy returned to the district clerk.

OHIO.

School laws, 1914.

SEC. 7595. No person shall be employed to teach in any public school in Ohio for less than \$40 a month. When a school district has not sufficient money to pay its teachers such salaries as are provided in this section for eight months of the year after the board of education of such district has made the maximum legal school levy, three-fourths of which shall be for the tuition fund, then such school district may receive from the State treasurer sufficient money to make up the deficiency.

School laws, 1912.

[P. 78] SEC. 7595. No person shall be employed to teach in any public school in Ohio for less than \$40 per month. When a school district has not enough money to pay its teachers \$40 per month, for eight months of the year, after the board of education of such district has made the maximum legal school levy, three-fourths of which shall be for the tuition fund, then such school district shall receive from the State treasurer sufficient money to make up the deficiency.

[P. 140] SEC. 7784. Boards of education shall require all teachers and superintendents to keep the school records in such manner that they may be enabled to report annually to the county auditor and State commissioner of common schools, as required by the provisions of this title, and shall withhold the pay of such teachers and superintendents as fail to file the reports required of them.

[P. 140] SEC. 7786. No clerk shall draw an order on the treasurer for the payment of a teacher for services until the teacher files with him such reports as are required by the State commissioner of public schools and the board of education, a legal certificate of qualification, or a true copy thereof, covering the entire time of service, and a statement of the branches taught. But orders may be drawn for the payment of special teachers of drawing, painting, penmanship, music, gymnastics, or a foreign language, on presentation of a certificate to the clerk, signed by a majority of the examiners, and the filing with him of a true copy thereof, covering the time for which the special teacher has been employed and the specialty taught.

[P. 165] SEC. 7870. The boards of education of all school districts are required to pay the teachers and superintendents of their respective districts their regular salary for the week they attend the institute upon the teachers or superintendents presenting certificates of full regular daily attendance, signed by the president and secretary of such institute. If the institute is held when the public schools are not in session, such teachers or superintendents shall be paid for actual daily attendance as certified by the president and secretary of such institute, for not less than four nor more than six days of actual attendance, to be paid as an addition to the first month's salary

after the institute, by the board of education by which such teacher or superintendent is then employed. In case he or she is unemployed at the time of the institute, such salary shall be paid by the board next employing such teacher or superintendent, if the term of employment begins within three months after the institute closes.

OKLAHOMA.

School laws, 1912.

[P. 25] Sec. 71. The clerk of the district shall draw orders on the treasurer of the district for moneys in the hands of such treasurer which have been apportioned to or raised by the district, to be applied to the payment of teachers' wages, and apply such money to the payment of wages of such teachers as shall have been employed by the district board.

[P. 33] Sec. 106. The district board of each district shall contract with and hire qualified teachers for and in the name of the district, which contract shall be in writing and shall specify the wages per week or month as agreed upon by the parties, and such contract shall be filed in the district clerk's office, and, in conjunction with the county superintendent, may dismiss such teacher or teachers for incompetency, cruelty, or immorality.

[P. 51] Sec. 177. The said union district may provide for taxes for the purpose of purchasing a building or furnishing proper buildings for the accommodation of the school, or for the purpose of defraying necessary expenses and paying teachers, but shall be governed in all respects by the law herein provided for levying and collecting district taxes.

[P. 53] Sec. 178. At a meeting called for such purpose prior to the 15th day of June of each year, the trustees shall make an itemized estimate of the amount of funds needed for the payment of teachers' wages and for payment of contingent expenses, and they shall present to the board of county commissioners a certified estimate of the rate of tax required to be raised for such purpose, and the county commissioners shall cause the same to be extended upon the tax rolls and collected as other taxes, and when collected, the same shall be paid over to the treasurer of said board of trustees to be paid out by him on the order of said board of trustees. But in no case shall the tax for teachers' wages and other contingent expenses exceed in any one year 3 mills on the dollar on the taxable property of the county. All indebtedness created by said board of trustees for the purpose above mentioned in excess of 80 per cent of the tax so levied shall be void as against said fund but may be recovered from the individual members voting to create the same.

[P. 54] Sec. 191. The board of trustees shall employ a suitable person who shall take charge of said school and teach the same and shall be known as the principal of such school; and the trustees shall furnish such assistant teachers as they may deem necessary and shall provide the salaries thereof.

[P. 59] Sec. 213. The teachers of the schools for that class of children, either white or colored, that are the fewer in numbers in any district, having separate schools, shall be paid out of the county separate school funds; and for such purpose the school district board shall draw their warrant on the county clerk of their county in favor of the teachers of such separate schools in such districts, and the county clerk shall draw his warrant on the county treasurer for such amount, which shall be paid out of the separate school fund of such county in the order of its registration and presentation: *Provided, however,* That the county clerk shall not draw on separate school fund for any greater amount for teachers employed for any district than is paid the like number of teachers for the like time by the school district for teaching in the other schools of said district. No contract shall be let or allowance be made for building such house in any sum in excess of the moneys or bonds of such district expended for the building of a schoolhouse in such districts for the children of the other class.

OREGON.

School laws, 1911.

[P. 33] Sec. 50. The county school superintendent shall make an apportionment of the entire school fund then in the county treasury on the first Monday in October in each year, and at such other times during the year as he may deem advisable. The county school fund, collected in pursuance of the school tax levied by the county court, shall be apportioned in the following manner: In October he shall apportion \$100 to each district in his county that has reported to him as required by law. At the same time he shall apportion to each district in his county \$5 for each teacher employed by such district during the 12 months immediately preceding such apportionment who has attended, for a period of at least 16 hours, an annual county institute or State teachers' association held during the 12 months immediately preceding the time of making such apportionment.

[P. 38] SEC. 69. The county superintendent shall require teachers before beginning to teach in any school district in his county to register in his office, if they have not previously done so, their county certificates or State papers, and file a copy of their contracts, and should any teacher fail so to register his or her certificate or State paper, and file a copy of his or her contract in the office of the county superintendent before beginning to teach in any district in his county, said teacher shall forfeit to the said district the full amount of salary for the time taught before said certificate, or State paper, or contract were so filed.

[P. 43] SEC. 83. Teachers shall keep a register showing the name, sex, and daily attendance of all persons attending their schools, copies of their programs, classification of their pupils, the point in the State course of study where each class began and closed, and such other data as the State board of education may require and file the same with the clerk at the close of their terms. The last month's salary of a teacher shall not be paid until his register is submitted to the chairman of the board and until said officer finds by examination that the register has been properly kept, and enters upon the register a certificate to that effect.

[P. 47] SEC. 93. The school board, at a general or special meeting called for that purpose, shall hire teachers, and shall make contracts with such teachers which shall specify the wages, number of months to be taught, and time employment is to begin, as agreed upon by the parties, and shall file such contracts in the office of the district clerk, and a copy thereof in the office of the county superintendent.

[P. 47] SEC. 94. If any school board shall draw a warrant on the school fund for wages of any teacher who does not hold a valid teacher's permit, certificate, or diploma, and lay the same before the board of inspection, such district shall forfeit its proportion of the school fund for the current year.

[P. 67] SEC. 153. The clerk of each school district shall refuse to draw an order for the teachers' wages for the last month until the teacher's register, copy of program, classification of pupils, where each class began and closed in the State course of study, and such other data as may be required by the State board of education or the county superintendent, shall have been examined, approved by the clerk, and filed in his office.

PENNSYLVANIA.

School laws, 1911.

[P. 22] SEC. 403. The board of school directors shall have the power to fix the salaries of teachers.

[P. 65] SEC. 1206. When a school board of directors is compelled to close any school or schools on account of contagious disease, the destruction or damage of the school building by fire, or other causes, unless otherwise provided in their contracts of employment, the school district shall be liable for the salaries of the teachers of said school or schools for the term for which they were engaged.

[P. 66] SEC. 1210. The minimum salary of every teacher in the public schools of this Commonwealth, holding a professional or State certificate, who has taught successfully for two years and presents a certificate to that effect from the proper superintendent, shall be \$50 per school month. The minimum salary of every other teacher in the public schools of this Commonwealth shall be \$40 per school month.

[P. 66] SEC. 1211. The minimum salaries of teachers, as hereinbefore fixed, shall be increased from \$50 to \$55, and from \$40 to \$45, per month: *Provided*, The general assembly increases the appropriation for public schools to provide necessary funds for such increase in minimum salaries under the provisions of this act.

[P. 66] SEC. 1212. The increase in all salaries made necessary by the minimum salaries herein fixed, over the salaries paid in each school district in this Commonwealth in the school year beginning on the first Monday of June, 1906, shall be paid out of the State appropriation for public schools.

RHODE ISLAND.

School laws, 1910.

[P. 15] SEC. 2. The sum of \$120,000 shall be apportioned by the commissioners of the public schools of the several towns, as follows: The sum of \$100 shall be apportioned for each school, not to exceed 15 in number in any one town; the remainder shall be apportioned in proportion to the number of children from 5 to 15 years of age, inclusive, in the several towns, according to the school census then preceding. The money appropriated from the State as aforesaid shall be denominated "Teachers' money," and shall be applied to the wages of teachers, and to no other purpose.

[P. 23] SEC. 9. The selection of teachers, and the election of superintendent in such towns as do not unite for the employment of a superintendent, and the entire care, control, and management of the public-school interest of the several towns, shall

be vested in the school committee of the several towns, and they shall also draw all orders for the payment of their expenses.

[P. 25] SEC. 1. In case any city or town shall pay or cause to be paid any of the public money to any person for teaching as aforesaid who did not, at the time of such teaching, hold such certificate, then the commissioner of the said public schools shall deduct a sum equal to the amount paid from the amount of the State's money due such cities or towns before giving his order in favor of such cities or towns for any of the public money under the provisions of chapter 65.

[P. 98] SEC. 1. The annual salary of a teacher regularly employed in any public school of this State, except in the case of persons engaged in practice-teaching in the State or city training schools, on or after the first day of September, in the year 1910, shall not be less than \$400. Any town conforming to the provisions of this section of this act shall be entitled to receive from the State, annually, for each teacher employed for the school year, a sum equal to one-half of the excess \$400 is over the average salary paid to any teacher for the school year of such town ending in the year 1909.

SOUTH CAROLINA.

School laws, 1913.

[P. 25] SEC. 1761. The board of trustees shall have authority to employ teachers from those having certificates from their county board of examiners, or from the State board of education, and fix their salaries.

[P. 61] SEC. 1919. The board of commissioners are vested with power to regulate salaries of teachers and officers.

SOUTH DAKOTA.

School laws, 1911.

[P. 43] SEC. 136. Teachers shall be employed only upon the exhibition of the teachers' certificate valid in the county where employed, and then only upon a written contract signed by the teacher and at least two of the members of the district school board, which shall specify the date at or about which the school shall begin, the length of time it shall continue, the wages per month and the time of payment thereof, and said contract shall be signed in duplicate.

TENNESSEE.

School laws, 1913.

[P. 59] SEC. 10. The county board of education shall have the power to select teachers and fix their salaries.

TEXAS.

School laws, 1913.

[P. 18] SEC. 43B. Teachers who attend the county teachers' institutes shall receive full pay, as provided under their contract, for each day they are absent from the schools they have contracted to teach and are in actual attendance at the sessions of said institutes.

[P. 23] SEC. 57. The State and county available school funds shall be used exclusively for the payment of teachers' and superintendents' salaries and fees for taking scholastic census.

[P. 31] SEC. 72. Any teacher desiring to teach in any city, town, or district in this State shall, before contracting with any board of trustees, or with any city school board, exhibit a teacher's certificate, valid in the city, town, or school district; and any teacher who shall teach in any public school in this State without having a valid certificate shall not receive from the free school funds any compensation for such service.

[P. 31] SEC. 74. Trustees, in making contracts with teachers, shall determine the salary to be allowed, or wages to be paid, upon the following rates of tuition: To teachers holding first-grade certificates, not more than \$2.50; to those holding second-grade certificates, not more than \$2; and to such as hold third-grade certificates, not more than \$1.50 per month per capita shall be allowed for pupils within the scholastic age, and it shall not be lawful for trustees or teachers to demand as a condition of admittance into school the payment of extra tuition of pupils of scholastic age: *Provided*, That in no event shall teachers holding permanent certificates receive from the public free school fund more than \$85 per month, or those holding first-grade certificates receive from the public free school fund more than \$75 per month, and those holding second-grade certificates more than \$60 per month, and those holding third-grade certificates more than \$40 per month: *Provided*, That this restriction shall not apply to salaries of teachers in districts which levy a local tax for school purposes.

[P. 55] SEC. 138. The amount contracted by trustees to be paid a teacher shall be paid on a check, drawn by a majority of the trustees, on the county treasurer (depository), and approved by the county superintendent. The check shall in all instances be accompanied by the affidavit of the teacher that he is entitled to the amount specified in the check, as compensation under his contract as teacher.

UTAH.

School laws, 1913.

[P. 43] SEC. 1839. No teacher shall be entitled to any compensation for teaching in any district school unless he is the holder of a certificate, valid and in force in the county where such school is taught: *Provided*, That if a teacher's certificate shall expire by its own limitations within six weeks of the close of the term the holder may finish such term without reexamination or renewal of certificate: *Provided further*, That teachers of special subjects and substitutes employed temporarily may be paid though they hold no certificates.

[P. 46] SEC. 1853. Females employed as teachers in the public schools of this State shall in all cases receive the same compensation as is allowed to male teachers for the like services, when holding the same grade certificates.

[P. 50] SEC. 1867. No part of the school funds shall be used otherwise than for the payment of teachers' salaries, except as provided otherwise in this section.

[P. 91] SEC. 1912. The members of the board of education and the clerk thereof shall have the power and authority to administer oaths in proof of claims and accounts against said corporation, and no claim or account except the salaries of teachers and janitors shall be audited or allowed by the board of education unless the correctness of the same shall be proved under oath.

[P. 15] SEC. 1870x. In districts of the State where the revenues derived from the State, county, and district school tax levied are insufficient to enable school trustees to employ a teacher or teachers for a period of at least 28 weeks, and the board of county commissioners of the county in which said school district or districts are located has made a school tax levy of 4 mills, and the school district trustees have levied a district tax of 5 mills, and there is not a sufficient amount from the allotment of State and county and the district school moneys after the necessary current expenses are paid from the district fund to raise the amount for the payment of teachers to the sum of \$525 for each teacher in the district for the current school year, the county superintendent shall make report thereof, giving the amount available in such districts for the payment of teachers in the school year, together with an itemized account of the expenditures of any part of the district tax for current expenses, verified by oath to the State superintendent of public instruction, not later than the 15th day of May in such year. The State superintendent shall, by the 15th day of June of such year, make to the State auditor, State treasurer, and the State board of examiners report of the school districts so reported to him, with the county or counties in which they are located, and the names and addresses of the county superintendents thereof. And there shall be paid out of any moneys in the State treasury not otherwise appropriated, a sufficient sum to make the amount available for the payment of teachers in each of such school districts to aggregate \$525 for each teacher for the school year, for the use of the school district applying therefor: *Provided*, That school is maintained in the district for at least 28 weeks in the school year: *Provided further*, That no district affected by this section shall employ more than one teacher except on the recommendation of the county superintendent of schools, and after such recommendation has the approval of the State superintendent of public instruction: *Provided further*, That no teacher shall be employed in any district affected by this appropriation without the concurrence of the State board of education.

VERMONT.

School laws, 1911.

[P. 25] SEC. 990. The board of school directors shall employ teachers and fix their compensation.

[P. 36] SEC. 1025. The time not exceeding four days actually spent by a teacher in attendance upon a meeting of the State teachers' association, upon educational meetings held by the superintendent of education or town union superintendent, and the time actually spent by a teacher in visiting schools when so instructed by the town or union superintendent, during any one term, shall, in determining the compensation of the teacher and the number of weeks of school, be accounted the same as if teaching.

[P. 36] SEC. 1. A teacher in the public schools of any town shall be entitled to receive monthly payment of wages due under the contract of said teacher with said town, provided such teacher demands of the board of school directors such monthly payment.

VIRGINIA.

School laws, 1911.

[P. 65] SEC. 75. The pay of a teacher in the public schools of this State shall not be governed by the daily average attendance of pupils, provided the average attendance of pupils exceeds 10.

[P. 163.] SEC. 87. The school month shall consist of four weeks of five school days each, and deduction shall be made from the pay of teachers for every day they lose except such days as shall have been declared legal holidays by the district school boards.

[P. 160] SEC. 71. The board of school trustees of any school district in which the public school has been closed for sufficient cause before the expiration of period for which it was required by contract to continue is hereby authorized, with the written approval of the division superintendent, to pay the teacher of every such school as much salary as may be due for the time the school was taught.

[P. 160] SEC. 73. The proceeds of State and county school funds must be used exclusively for the pay of teachers. The district school fund arising from the district school tax is under the control of the district school board, and shall be used for building and furnishing schoolhouses and defraying the contingent expenses of the schools of the district.

[P. 137] SEC. 183. The board of trustees shall employ teachers and dismiss them when delinquent, inefficient, or in any wise unworthy of the position: *Provided*, That no school board shall employ or pay any teacher from the public funds unless the teacher shall hold a certificate in full force, according to the provisions of this section 1476 of the laws relating to the free public schools in counties: *And provided further*, That it shall not be lawful for the school board of any city or any town constituting a separate school district to employ or pay any teacher from the public funds if said teacher is the brother, sister, wife, son, or daughter of any member of said board.

WASHINGTON.

School laws, 1913.

[P. 110] SEC. 226. No board of directors shall draw any order or warrant for the salary of any teacher for the last month of his or her service until the reports herein required shall have been made and the same approved by the county superintendent: *Provided*, That in all schools acting under the direction of the city superintendent the report of such superintendent shall be accepted by the county superintendent and the directors in lieu of the teachers' reports, and that when there is no city superintendent, the report of the principal shall be accepted in lieu of the teacher's report.

[P. 113] SEC. 238. He [county auditor] shall not countersign and register the warrant in payment of the last month's salary of teachers in districts of the third class until he shall receive due notice from the county superintendent that the teacher's final report has been made to the said county superintendent.

[P. 122] SEC. 258. Every teacher holding a valid certificate, and employed in a public school in a county where an institute is held, must attend such institute during its whole time.

[P. 123] SEC. 261. When the institute is held during the time when a teacher is employed in teaching, his pay shall not be diminished by reason of his attendance, when certified to by the county superintendent, and in addition to the actual attendance earned by the district, an additional attendance shall be credited to the district, determined by multiplying the average daily attendance by the number of days the teacher attended the institute.

WEST VIRGINIA.

School laws, 1911.

[P. 15] SEC. 17. If at the end of any month of school the average daily attendance for that month has been less than 35 per cent of the whole number of pupils enumerated in that subdistrict, the board of education may dismiss the teacher and discontinue the school, and the teacher shall not be entitled to or receive any further salary.

[P. 19] SEC. 21. If the maximum levy of 25 cents for the teachers' fund shall not produce sufficient money with the other sources of revenue, including any balance to the credit thereof in the hands of the treasurer and the amount of the general school funds apportioned to the district, to pay the salaries of the necessary number of teachers at the minimum rate of salary fixed by law for the schools of the district for the term of six months, it shall be the duty of the State superintendent of free schools to deposit with the treasurer of the board of education, to the credit of the teachers' fund, a sufficient amount to make up the deficiency; and the said State superintendent is authorized to withhold from the distribution made on the per capita basis a sufficient amount of

the general school fund, not exceeding in any one year \$75, for this purpose. If it shall appear to said State superintendent that a sufficient number of teachers of the proper grade for the schools of the district can not be procured at the minimum rate of salary, owing to the payment of larger salaries in neighboring districts or elsewhere in the State, he may fix the salaries of such teachers above the minimum, but not above the salaries of teachers of like grades in neighboring cities: *Provided*, Fifth, that if in any magisterial or independent district of the State a levy of 12½ cents on the \$100 for the building fund is not sufficient to meet all the outlay for necessary expenses for the school year properly chargeable to the building fund, such as repairs, fuel, janitor service, and institute per diem, and not including the purchase of land or the erection of new buildings, then it shall be the duty of the State superintendent to make requisition upon the auditor for a sufficient sum out of the general school fund, not exceeding \$15,000 in any one year, for the purpose of supplementing building funds of the districts entitled to such assistance.

[P. 24] Sec. 27½. The board of education of the several districts shall, at their first meeting of each school year on the first Monday in July, determine the number of teachers that may be employed in the several school subdistricts and fix the salaries that shall be paid to the teachers. In determining the salaries they shall have regard to the grade of teachers' certificates, fixing to each grade the salary that shall be paid to teachers of said grade in the several subdistricts as follows: Teachers having certificates of the grade of number one shall be paid not less than \$40 per month; those holding certificates of the grade of number two, not less than \$35 per month; and those holding certificates of the grade of number three, not less than \$30 per month. And the trustees of the several subdistricts shall in no case transcend or diminish the salaries so fixed in any contract they may make with teachers.

[P. 25] Sec. 29. The board of education of any district or independent district may pay the teachers of their district such salaries in addition to the minimum salary fixed by law, as hereinbefore provided, as they may see proper, having regard to the grade of the teachers' certificates; and where they establish a high or graded school employing two or more teachers the board may fix a higher grade of salary to be paid the teachers of any such high or graded school, and grade their salaries according to the conditions existing in such schools.

[P. 49] Sec. 99. When a teacher has taught according to his contract for one month he shall make out a monthly summary thereof, and have it countersigned by the trustees, setting forth that the school has been taught as therein reported, and deliver said summary to the secretary of the board of education, who shall thereupon issue an order for the salary of such teacher for that month on the sheriff, duly signed by the president and secretary, payable out of the teachers' fund. But if the secretary be a teacher the order for his salary shall be signed by the president and one other member thereof.

[P. 49] Sec. 100. At the close of the term the teacher shall return the report to the secretary of the board of education, who shall examine it and, if found correct, file it in his office, and if the enumeration has been properly taken and reported as required in sections 101 and 102 he shall issue and deliver to such teacher an order for the balance due on his salary, payable as hereinbefore provided. But unless such register be properly kept and returned the teacher shall not be entitled to the payment of the balance of his salary.

[P. 50] Sec. 102. The report of the enumeration shall be verified by the affidavit of the person who made it to the effect that he used all means in his power to make it, and that he believes it to be correct. He shall deliver such report to the secretary of the board of education with the term report of such school, on or not later than the first day of April, and, unless such enumeration be properly taken and reported by the teacher within the time required herein, the secretary shall deduct from the last month's salary of such teacher such amount as may be necessary to defray the expenses of taking said enumeration as hereinafter provided for.

[P. 77] Sec. 187. The president and the board of regents of the State normal school and its branches, upon the receipt of the reports required under the provisions of this chapter, shall issue requisition upon the auditor of the State for the total amount of salary due the teachers in each normal school for the month covered by the report, which sum shall be remitted to the treasurer of the executive committee of each normal school, but in no instance shall the amount paid out for all normal schools for any one month exceed one-tenth of the amount appropriated for the support of the normal school and its branches for that year.

WISCONSIN.

School laws, 1911.

[P. 65] SEC. 6. The inhabitants of any school district qualified to vote at a school district meeting when assembled at the first and at each annual meeting in their district or at any adjournment thereof in their district shall have power to vote such tax as the meeting shall deem proper for the payment of teachers' wages in the district: *Provided*, That for such purpose, in all school districts having an average attendance at school for the year of 15 scholars or less, not more than \$350 shall be raised in any one year; in all school districts having an average attendance of not more than 30 nor less than 15 scholars, not more than \$450 shall be raised in any one year; and in all school districts having an average attendance of not more than 40 nor less than 30 scholars, not more than \$550 shall be raised in any one year.

[P. 71] SEC. 430a. The total amount of school-district tax hereafter levied in any school district in this State in any one year for building, hiring, and purchasing any school building, and for the maintenance of schools, including teachers' wages and incidental expenses, shall not exceed 2 per cent of the total assessed valuation of the taxable property in such school district for the preceding year.

[P. 112] SEC. 446a. No order shall be drawn, countersigned, or paid which is in favor of any person who has taught school in said district when not holding a certificate of qualifications therefor as provided by law, nor for the payment of which the money has not been appropriated according to law, and no order shall be drawn for any money received from the school-fund income for any other purpose than the payment of teachers' wages.

[P. 131] SEC. 460. The teacher shall make in writing and transmit to the board or county superintendents a report concerning any matter relating to his school in such manner as the board or the superintendent may prescribe; and any teacher who shall willfully neglect or refuse to make entries in the register as above required shall forfeit his wages for teaching during the time of such refusal or neglect.

[P. 164] SEC. 474a. Any school district may, by vote, at any annual or lawfully called special meeting, authorize the district board to borrow money for a period not exceeding six months for the purpose of paying teachers' wages and usual school expenses, not exceeding the amount of the district taxes voted for such purposes at such meeting, to be collected with the next levy.

[P. 252] SEC. 558. The town clerk shall apportion all school money received from the State and also all raised by the town, among the several districts and parts of districts within the town, in proportion to the number of persons between the ages of 4 and 20 years residing in each, taking such number from the last annual report of their respective district clerks. No money shall be apportioned to any district or part of a district, except as herein provided, and as provided in section 554 of this chapter, by the discretion of the State superintendent, unless the last annual report of such district, verified by the affidavit of the district clerk, shall show that all school money received from the State by such district has been used in paying a legally qualified teacher, and that a common school has been taught in such district by such teacher for at least eight months during the year ending with the date of such report.

Session laws, 1913.

CHAP. 434. School districts must pay their teachers not less than \$40 per month each in order to share in the distribution of the school fund.

WYOMING.

School laws, 1913.

[P. 37] SEC. 1938. In all cases where there are moneys belonging to the school-house fund remaining in the hands of the district treasurer of any school district, and the board of directors thereof are satisfied that such moneys are not required to build a schoolhouse or schoolhouses in said district, or repair or furnish the same, such moneys may be transferred and accredited to the teachers' fund and applied to the payment of teachers. And the board may also in like manner transfer a surplus of the teachers' fund to the fund for building schoolhouses when required.

[P. 41] SEC. 1955. The district board shall employ all teachers necessary for the schools of the district and pay them by draft on the treasurer.

[P. 44] SEC. 1967. It shall be the duty of the teacher of every district school or graded school to make out and file with the district clerk, at the expiration of each term of the school, a full report of the whole number of scholars admitted to the school during such term, distinguishing between male and female, the names of such scholars, the number of days each scholar attended the same, the aggregate number of days of attendance of said schools, the textbooks used, the branches taught, and the number of pupils engaged in the study of each of said branches. Any teacher who shall

neglect or refuse to comply with the requirements of this section shall forfeit his or her wages for teaching such school, at the discretion of the district board.

[P. 49] Sec. 1988. The schoolhouse fund shall consist only of taxes collected in the district, and all other school moneys belonging to the district shall go to the teachers' fund and shall be applied to no other use except the payment of teachers' salaries in the district.

[P. 60] Sec. 2020. No person shall teach or supervise a public school in the State of Wyoming and receive compensation therefor out of any public fund who at the time of rendering such services is not the holder of a certificate granted under the provisions of this chapter.

[P. 76] Sec. 2073. After suitable buildings are secured as hereinabove provided for the carrying on of said high school, the trustees shall employ some suitable person to take charge of said school, who shall be known as the principal of said school, and who shall possess such qualifications as may be prescribed by said board of trustees, except that said principal shall be required to possess at least five years' experience in teaching, and the trustees shall furnish such assistant teachers as they may deem necessary, and shall designate the salaries which shall be paid such principal and assistant teachers.

CHAPTER IV.

LAWS RELATING TO COUNTY SUPERINTENDENTS' SALARIES.

ALABAMA.

School laws, 1911.

[P. 24] SEC. 2. Each county superintendent shall receive 4 per centum of all public State moneys legally disbursed in his county not to exceed the sum of \$1,800 for any calendar year: *Provided*, If the county board of education of any county should, by a majority vote of the board, require the full time of the county superintendent in the discharge of the duties of his office, the said county board shall fix his compensation on a salary basis instead of a per centum on disbursements as otherwise provided in this section, and said salary shall be fixed at a sum not less than \$1,000 per annum, payable in 12 equal monthly payments in the same manner and out of the same moneys as other teachers are paid, his name being placed on the pay roll with the other teachers. To aid the county superintendent in the discharge of his duties, the county board of education may employ such assistants as they may deem necessary. These assistants shall be paid on the same manner as other teachers of the county are paid.

[P. 20] SEC. 1711. For their compensation they shall receive 4 per cent of all State money legally disbursed by them, not to exceed the sum of \$1,800 for any calendar year. For all moneys received and disbursed by them, the county superintendents shall account to the superintendent of education, as now provided by law.

ARIZONA.

Session laws, 1912.

[P. 591] CH. 93. The county superintendents of schools shall be paid the following amounts, which shall be for full services, including the conduct of teacher's examinations:

Class 1, \$2,400 and actual and necessary traveling expenses.

Class 2, \$2,400 and actual and necessary traveling expenses, not to exceed \$250 per annum.

Class 3, \$1,500 and actual and necessary traveling expenses.

Class 4, \$2,000 and actual and necessary traveling expenses, not to exceed \$250 per annum.

Class 5, \$1,800 and actual and necessary traveling expenses.

Class 7, \$900 and actual and necessary traveling expenses, not to exceed \$250 per annum.

Class 8, \$2,000 and actual and necessary traveling expenses, not to exceed \$300 per annum.

Class 9, \$600 and actual and necessary traveling expenses, not to exceed \$250 per annum.

Class 10, \$1,800 and actual and necessary traveling expenses.

Class 11, \$1,000 and actual and necessary traveling expenses, not to exceed \$250 per annum.

Class 12, \$1,500 and actual and necessary traveling expenses, not to exceed \$250 per annum.

Class 13, \$1,400 and actual and necessary traveling expenses.

Class 14, \$1,500 and actual and necessary traveling expenses.

[P. 11] SEC. 20. The county superintendent of school shall be elected for a period of two years, and shall hold office until his successor shall have qualified.

ARKANSAS.

School laws, 1911.

[P. 25] SEC. 2. The compensation of the county superintendent shall be paid out of the general school fund of their respective counties and shall be drawn by a warrant signed by the county clerk and allowed by the county court or judge of his county.

Said compensation shall be as follows: Each superintendent shall receive the same salary as the county judge of his county, but no superintendent's salary shall exceed \$1,200 a year, nor in any case be less than \$600 per year: *Provided*, That county superintendents shall receive the fees paid in each county for examination for licenses to teachers, in addition to the salary specified herein: *And provided further*, That the salary for the last quarter of each year of his service shall not be paid until the county treasurer shall see in person that the proper records for the year have been filed among the permanent records of the county superintendent's office.

[P. 43] SEC. 15. *County court shall set aside fund for salary.*—For the purpose of paying the salary of the county superintendent the county court shall at the first term after the collector of the State shall have paid to the county treasurer all funds due the common schools, before said sums are pro-rated, or credited such district of the county, set aside the salary herein mentioned, said salaries shall be placed in the county treasury; to the credit of the county superintendent, and shall be known as the "county superintendent's fund." Said salary shall be paid to the county superintendent quarterly and shall be drawn by warrant, as provided in section 14 of this act.

[P. 44] SEC. 3. *Fees for examination.*—The fees paid for examination for license to teachers shall be set aside and applied toward the payment of said county superintendent's salary.

CALIFORNIA.

School laws, 1913.

[P. 5] SEC. 3. A superintendent of school for each county shall be elected by the qualified electors thereof at each gubernatorial election: *Provided*, That the legislature may authorize two or more counties to unite and elect one superintendent for the counties so uniting.

SEC. 1552. Each county superintendent shall receive his actual and necessary traveling expenses, said expenses, to be allowed by the board of supervisors, and to be paid out of the county general fund: *Provided*, That this amount shall not exceed \$10 per district per annum: *Provided further*, That in any city and county each 300 pupils enrolled in such city and county, as shown by the last report to the superintendent of public instruction, shall be considered equal to one school district.

COLORADO.

Session laws, 1913.

[P. 160] CH. 55, SEC. 1. For the purpose of providing for and regulating the compensation of county and other officers, the several counties of this State shall be classified with reference to population and divided into five classes, as follows: City and county of Denver shall be a county of the first class; Boulder, El Paso, Las Animas, Pueblo, Teller, and Weld Counties shall be counties of the second class. Fremont, Larimer, Garfield, Mesa, and Otero Counties shall be counties of the third class. Adams, Arapahoe, Alamosa, Archuleta, Bent, Chaffee, Cheyenne, Clear Creek, Conejos, Costilla, Crowley, Delta, Douglas, Eagle, Elbert, Gilpin, Gunnison, Huerfano, Jefferson, Kit Carson, La Plata, Lake, Lincoln, Logan, Montezuma, Montrose, Morgan, Ouray, Park, Phillips, Pitkin, Prowers, Rio Grande, Routt, Saguache, San Juan, San Miguel, Sedgwick, Washington, and Yuma Counties shall be counties of the fourth class. Baca, Custer, Dolores, Grand, Hinsdale, Jackson, Kiowa, Mineral, Moffat, Rio Blanco, and Summit Counties shall be counties of the fifth class. The counties of the fourth class shall be divided into two divisions, known as "A" and "B." The counties comprising division "A" shall be Adams, Arapahoe, Chaffee, Clear Creek, Crowley, Conejos, Delta, Gilpin, Huerfano, Jefferson, Kit Carson, La Plata, Lake, Lincoln, Logan, Montrose, Morgan, Prowers, Routt, San Miguel, and Yuma; and the counties comprising division "B" shall be Alamosa, Archuleta, Bent, Cheyenne, Costilla, Douglas, Eagle, Elbert, Gunnison, Montezuma, Ouray, Park, Phillips, Pitkin, Rio Grande, Saguache, San Juan, Sedgwick, and Washington.

School laws, 1913.

[P. 16] SEC. 6. There shall be a county superintendent of schools in each county, whose term of office shall be two years, and whose duties, qualifications, and compensation shall be prescribed by law.

DELAWARE.

School laws, 1909.

[P. 35] SEC. 23. The general superintendence of all free public schools in each of the counties of this State shall be vested in a superintendent of schools for each county. On the second Tuesday in July, A. D. 1898, the governor shall appoint one suitable person to be superintendent of schools for New Castle County, one suitable person to

be superintendent of schools for Sussex County, and one suitable person to be superintendent of schools for Kent County, whose term of office shall expire on the second Tuesday in July, A. D. 1899; the governor shall appoint a suitable person to be superintendent of schools for each county of the State, whose term of office shall be for two years, or until his successor has duly qualified, and such appointment be made biennially thereafter, and whose duties shall begin on the second Tuesday of July following his appointment. He shall be entitled to a salary of \$1,200, payable quarterly, for each year that he continues to hold said office.

FLORIDA.

School laws, 1911.

[P. 87] SEC. 1. That the salaries of county superintendents of public instruction be based upon the total annual receipts of each county for school purposes, including special school district taxes, and excepting borrowed money, as follows: In counties where the receipts are less than \$14,000 the salary shall not be less than \$50 per month; in counties where the receipts are more than \$14,000 and less than \$20,000, the salary shall be not less than \$75 per month; in counties where the receipts are more than \$20,000 and less than \$40,000, the salary shall not be less than \$100 per month; in counties where the receipts are more than \$40,000 and less than \$70,000, the salary shall not be less than \$125 per month; in counties where the receipts are more than \$70,000 and less than \$100,000, the salary shall not be less than \$150 per month; in counties where the receipts are more than \$100,000 and less than \$120,000, the salary shall not be less than \$175 per month; in counties where the receipts are more than \$120,000 and less than \$200,000, the salary shall not be less than \$200 per month.

GEORGIA.

Session laws, 1913.

[P. 180] SEC. 1. The term of office of the county superintendent of schools in each and every county of the State of Georgia shall begin with the first day of January, 1913, and terminate with the first day of January, 1917; and that the said county superintendent of schools shall be elected for a term of four years, as now provided by law, at the same time and place as State and county officers.

[P. 108] SEC. 15. *Be it further enacted*, That each county school superintendent within the State of Georgia shall receive a minimum salary of \$450 per annum, and an annual allowance of \$150 for the purpose of defraying the expense of visiting the schools within his county at least every 60 days, or a total of \$600, which salary shall be paid out of the school funds of Georgia monthly; and in addition thereto, the county board of education shall allow such additional compensation for the services to be rendered as may be in their judgment proper and just.

IDAHO.

School laws, 1913.

[P. 15] SEC. 35. There shall be elected in each county in the State of Idaho, at the general election, a superintendent of public instruction, who shall reside at the county seat of the county in which he is elected, and who shall hold his office for a term of two years, from and after his taking charge of the same, and until his successor shall have been elected and qualified.

ILLINOIS.

School laws, 1911.

[P. 7] SEC. 5. On Tuesday next after the first Monday in November, 1910, and quadrennially thereafter, there shall be elected by the qualified voters of every county of this State a county superintendent of schools, who shall enter upon the discharge of his duties on the first Monday of December after his election.

[P. 106] SEC. 27. County superintendents elected hereafter shall receive for their services in counties which, according to the census of 1900, contained a population not exceeding 12,000, \$1,250 per annum; in counties which, according to the census of 1900, contained a population of more than 12,000 and not exceeding 20,000, \$1,500 per annum; in counties which, according to the census of 1900, contained a population of more than 20,000 and not exceeding 28,000, \$1,800 per annum; in counties which, according to the census of 1900, contained a population of more than 28,000 and not exceeding 36,000, \$2,000 per annum; in counties which, according to the census of 1900, contained a population of more than 36,000 and not exceeding 50,000, \$2,250 per annum; in counties which, according to the census of 1900, contained a population of more than 50,000 and not exceeding 75,000, \$2,500 per annum; in counties which, according to the census of 1900, contained a population of more than 75,000 and not exceeding 100,000, \$2,750 per annum; and in counties which, accord-

ing to the census of 1900, contained a population of more than 100,000, \$7,500 per annum, payable quarterly from the State school fund: *Provided, however,* That the board of supervisors or board of county commissioners may allow additional compensation for such services, payable quarterly from the county treasury. The auditor in making his warrant to any county for the amount due it from the State school fund shall deduct from it the several amounts for which warrants have been issued to the county superintendent of said county since the preceding apportionment of the State school fund.

INDIANA.

School laws, 1913.

[P. 77] Sec. 1. In counties containing more than 77,000 inhabitants, according to the last preceding United States census, the board of county commissioners of each of such counties shall be, and hereby is, authorized, upon the petition of 50 resident freeholders of such county, to allow an additional salary to the county superintendent of schools therein, such as in the judgment of such board the conditions in such county and the work required of such superintendent therein may justify, not exceeding \$1,000 per year, payable to such county superintendent of schools in monthly installments out of the treasury of the county.

[P. 160] Sec. 1. The township trustees of each county of this State shall meet at the office of the auditor of their county on the first Monday in June, 1917, at 10 o'clock a. m., and every four years thereafter, and elect by ballot a county superintendent for their county. Such county superintendent shall enter upon the duties of his office August 16 following, and unless sooner removed shall hold his office until his successor is elected and qualified. Before entering upon the duties of his office he shall subscribe and take an oath to perform faithfully such duties according to law, which oath shall be filed with the county auditor.

Session laws, 1911.

[P. 157] Sec. 1. No person shall be eligible to or shall hold the office of county superintendent who has not been actively engaged in school work for a period of not less than 2 years out of the 10 next preceding his election, and hold at the time of his election either 3 years' State license, a 60-months license, a life, or professional license granted upon examination as now provided by law.

[P. 157] Sec. 2. The county superintendent shall receive a salary for his services as follows: Adams, Allen, Bartholomew, Benton, Blackford, Boone, Cass, Clark, Clay, Clinton, Daviess, Dearborn, Decatur, Kekalb, Delaware, Dubois, Elkhart, Fayette, Floyd, Fountain, Franklin, Fulton, Gibson, Grant, Greene, Hamilton, Hancock, Harrison, Hendricks, Henry, Howard, Huntington, Jackson, Jasper, Jay, Jefferson, Jennings, Johnson, Knox, Kosciusko, Lake, Lagrange, Laporte, Lawrence, Madison, Marion, Marshall, Martin, Miami, Monroe, Montgomery, Morgan, Newton, Noble, Orange, Owen, Parke, Perry, Pike, Porter, Posey, Pulaski, Putnam, Randolph, Ripley, Rush, Shelby, Spencer, Starke, Steuben, St. Joseph, Sullivan, Tippecanoe, Tipton, Vanderburg, Vigo, Vermilion, Wabash, Warren, Warwick, Washington, Wayne, Wells, White, Whitley, \$1,408.50; Carroll, Crawford, and Switzerland, \$1,400; Union, \$1,325; Scott, \$1,000; Brown, \$900; and Ohio, \$800.

IOWA.

Session laws, 1913.

[P. 94] CH. 107. County superintendents shall receive the following salary payable monthly, and the representatives of the school corporations in session may allow them such further compensation as may be just and proper. He shall receive a salary of \$1,500 per year, the expenses of necessary office stationery and postage, and those incurred in attendance upon meetings called by the superintendent of public instruction, claims therefor to be made by verified statements filed with the county auditor, who shall draw his warrant on the county treasurer therefor, and the board of supervisors may allow him such further sum by way of compensation as may be just and proper.

KANSAS.

School laws, 1913.

CH. 197, Sec. 220. The county superintendents of public instruction shall be allowed by the board of county commissioners of their respective counties, as full compensation for all their services in the performance of their duties required by statute, the following sums and no more, to be paid out of the county treasury in monthly or quarterly installments; said compensation shall be fixed by the board of county commissioners at the first meeting in July of each year, based on the enumeration of the school enumerator for that year, and the salary so fixed shall begin on July 1 of that year:

In counties having a school population of less than 500, the county superintendent shall receive for each day actually employed in the discharge of his duties in his office the sum of \$3 per day for a number of days not to exceed 180 in any one school year. In counties having a school population of from 500 to 1,000, he shall receive the sum of \$3 per day for a number of days not to exceed 200 in any one year. In counties having a school population of from 1,000 to 1,500, he shall receive \$750 per annum; in counties containing more than 1,500 persons of school age, exclusive of those in cities of the first and second class, he shall receive \$800 and \$20 per annum for each 100 persons of school age in excess of 1,500 up to the sum of \$1,200: *Provided*, That in each county the county commissioners shall add to the salary hereinbefore provided the sum of \$1 per annum for each teacher employed in the county, exclusive of those employed in cities of the first and second class: *Provided*, That in counties of 50,000 to 60,000 the salary of the county superintendent shall be \$1,800, and in counties of 60,000 to 90,000 or more population the salary of the county superintendent shall be \$1,900 per annum: *Provided further*, That if the county superintendent shall fail to spend at least two hours in each schoolroom each school year, so as to observe for at least two hours the work of each teacher under his supervision, the county commissioners may deduct from the last quarterly installment the sum of \$5 for each delinquency.

School laws, 1911.

[P. 55] SEC. 220. The county superintendents in the several counties of the State of Kansas shall receive the sum of \$1 per school per annum as traveling expenses in visiting such schools: *Provided*, That in no case shall any county superintendent receive traveling expenses for schools not visited.

[P. 50] SEC. 211. The term of office of the county superintendent of public instruction shall begin on the second Monday in May of each odd year, beginning with the year A. D. 1901.

KENTUCKY.

School laws, 1912.

[P. 400] SEC. 5. The county superintendent shall be elected by the qualified voters of each county qualified to vote in all school elections at the regular November election provided by law, and shall hold his office for four years from the first Monday in January until the election and qualification of his successor.

[P. 401] SEC. 53. It shall be the duty of the fiscal court to pay the county superintendent an annual salary, payable monthly, of not less than \$600, after the county superintendent shall have satisfied the court by a statement subscribed and sworn to by the superintendent, and from such other evidence as may be adduced, that he has visited in the schools of the county and faithfully executed and performed the duties of his office efficiently and in accordance with the law. Said salary shall be paid out of the county levy as the salary is now paid, and in his report to the superintendent of public instruction he shall state the full amount allowed him by the fiscal court for his official services, and provided that no salary shall be greater than \$2,500.

LOUISIANA.

School laws, 1912.

[P. 24] SEC. 27. The board of directors of public schools throughout the State shall elect or appoint a superintendent of public schools, who shall hold office for a period of four years. He shall not be otherwise employed, except in a parish having fewer than 30 white teachers the parish superintendent may act as principal of a public school. The parish superintendent shall be ex officio secretary of the board of directors in each parish of the State, the parish of New Orleans excepted; his salary shall be fixed by the board of directors: *Provided*, That in no case shall it be less than \$600 per annum.

MARYLAND.

School laws, 1912.

[P. 36] SEC. 80. The person or persons acting as secretary, treasurer, and county superintendent under the provisions of this article shall devote their whole time to public-school business, and shall receive such compensation as the board of county school commissioners may direct.

MICHIGAN.

School laws, 1911.

[P. 227] SEC. 187. The compensation of each county commissioner of schools shall be determined by the board of supervisors of each county, respectively, but the compensation shall not be fixed at a sum less than \$500 per annum in any county where there are 50 schoolrooms, and not less than \$750 per annum where there are more than 50 schoolrooms; at not less than \$1,000 per annum where there are 100 school-

rooms, and not less than \$1,200 where there are 125 schoolrooms; not less than \$1,350 where there are 150 schoolrooms; not less than \$1,500 where there are 175 schoolrooms; not less than \$2,000 per annum where there are over 300 schoolrooms. In estimating the number of schoolrooms in any county, graded schools operating under a general charter shall be included.

[P. 80] SEC. 180. There shall be elected at the election held on the first Monday in April, 1903, and every fourth year thereafter, in each county, one commissioner of schools, whose term of office shall commence on the 1st day of July next following his or her election, and who shall continue in office four years, or until his or her successor shall be elected and qualified.

MINNESOTA.

School laws, 1913.

[P. 290] SEC. 243. Salaries of county superintendents, except as hereinafter provided, shall be fixed by the county board, and shall not be less than a sum equal to \$15 or \$12.50 as herein provided for each organized public school in the county, to be reckoned pro rata for the year from the time when a new school, organized in any district, begins. It shall be fixed at not less than \$15 for each public school in the county, until the salary, reckoned on the basis, reaches \$1,000; and in counties where the salary, reckoned at \$15 per school, shall exceed \$1,000, it shall be reckoned on the basis of not less than \$12.50 for each public school in the county, until the salary reaches \$2,000; but in no county shall the salary, reckoned on the basis of \$12.50 for each school, be less than \$1,000: *Provided*, That when one or more school districts are hereafter discontinued in any county as a result of consolidation the salary shall be reckoned on the basis of the number of schools before such consolidation was made. In any county, except as otherwise provided by this act, the salary of the county superintendent may be fixed by the county board at such sum higher than \$2,000 as the county board shall determine.

MISSISSIPPI.

School laws, 1912.

[P. 9] SEC. 4501. The salary of the county superintendent shall be paid monthly out of the county school fund, on allowance of the board of supervisors after it has approved the report of the superintendent required to be made to it every month, and the salary is fixed at 5 per centum of the total school fund received by the county annually; but a county superintendent shall not receive more than \$1,200 nor less than \$720 per annum; and in fixing the salary for any year it shall be based on the amount of school funds received during the preceding scholastic year: *Provided*, The board of supervisors may fix the salary of the county superintendent to an amount between \$1,200 and \$1,800 without reference to the amount of the school fund; and when the board of supervisors so fixes the salary of a county superintendent, such county superintendent shall not pursue any other secular profession or business of a public nature, but shall devote his entire time to the duties of his office. Municipalities constituting separate school districts and rural separate school districts shall pay their proportionate part of salary, estimated upon the amount of funds received from the State distribution.

MISSOURI.

School laws, 1913.

[P. 98] SEC. 10938. The county superintendent shall be allowed an annual salary, to be paid out of the county treasury, as follows: In counties having less than 12,000 population he shall receive \$700; in counties having 12,000 and less than 15,000 population he shall receive \$800; in counties having 15,000 population and less than 18,000 he shall receive \$900; in counties having 18,000 population and less than 21,000 he shall receive \$1,000; in counties having 21,000 population and less than 24,000 he shall receive \$1,100; in counties having 24,000 population and less than 27,000 he shall receive \$1,200; in counties having 27,000 population and less than 30,000 he shall receive \$1,300; in counties having 30,000 population and less than 50,000 he shall receive \$1,400; in counties having 50,000 population or more he shall receive \$1,500, of which the State of Missouri shall appropriate annually out of the general revenue fund of the State of Missouri \$400 to each and every county. At each regular term of the county court said court shall order a warrant in favor of the county superintendent for the proportional amount of his salary then due under this section, and the same shall be paid by the county treasurer out of the county revenue fund.

[P. 93] SEC. 10929. There is hereby created the office of county superintendent of public schools in each and every county in the State. The qualified voters of the county shall elect said county superintendent at the annual district school meetings held on the first Tuesday in April, 1911, and every four years thereafter.

MONTANA.

Session laws, 1913.

[P. 454] CH. 112. The county officers are entitled to receive as an annual compensation or salary for services the following: Counties of the first class, \$2,000; counties of the second class, \$1,500; counties of the third class, \$1,500; counties of the fourth class, \$1,500; counties of the fifth class, \$1,500; counties of the sixth class, \$1,200; counties of the seventh class, \$800; counties of the eighth class, \$600.

School laws, 1913.

[P. 211] SEC. 300. A county superintendent of schools shall be elected in each and every county in this State at the general election preceding the expiration of the term of office of the present incumbent and every two years thereafter. He shall take his office on the first Monday in January next succeeding his election and hold for two years and until his successor is elected and qualified.

NEBRASKA.

School laws, 1911.

[P. 65] SEC. 1. There shall be a county superintendent in each organized county, whose term of office shall be two years, and who shall be elected at the same time and in the same manner as other county officers.

[P. 65] SEC. 2. The county commissioners, at the first regular session of each year, shall determine the compensation to be paid to the county superintendent; but in counties containing a school population of 15,000 or more such compensation shall not be less than \$2,200 per annum. In counties containing a school population of 7,000 and less than 15,000 such compensation shall not be less than \$1,800 per annum; in counties containing a school population of 6,000 and less than 7,000 such compensation shall not be less than \$1,600 per annum; in counties having a school population of not less than 4,000 and not more than 6,000 such compensation shall not be less than \$1,400; in counties containing a school population of 2,500 and less than 4,000 such compensation shall not be less than \$1,300 per annum; in counties containing a school population of 2,000 and less than 2,500 such compensation shall not be less than \$1,100 per annum; in counties containing a school population of 1,500 and less than 2,000 such compensation shall not be less than \$1,000 per annum; in counties containing a school population of less than 1,500 the county superintendent shall receive not less than \$5 per day for each day actually spent in the performance of the duties of the office, but the total compensation of this class shall not exceed \$1,000 per annum. The number of days necessary for the performance of said duties shall be determined by the county superintendent, but the number of days so employed shall not be less than two times the number of districts in the county, and one day for each precinct thereof, for the examination of teachers. The county board, at their option, may allow the county superintendent such clerk hire and traveling expenses as they deem necessary, and for said traveling expenses the county superintendent shall present such sworn statements and receipts as the county board may require: *Provided, however,* That in counties where the assessed valuation of the county is not in excess of the sum of \$500,000 the number of days necessary for the performance of said duties may be determined by the board of county commissioners; but the number of days so employed shall not be less than two times the number of districts in the county and one day for each precinct thereof for the examination of teachers.

[P. 29] SEC. 29. For performing the duties hereby imposed it shall be lawful for the court to award to the county superintendent such compensation as in its judgment shall be just and right; and such amounts and costs of court shall be a claim against said district.

NEW JERSEY.

Session laws, 1912.

[P. 651] SEC. 22. The commissioner of education shall, by and with the consent of the State board of education, appoint for each county a suitable person to be county superintendent of schools of that county, who shall hold his office for a term of three years from the date of his appointment and until his successor shall have been appointed as aforesaid, unless sooner removed for cause by the said board.

[P. 651] SEC. 23. The yearly salary of a county superintendent of schools hereafter appointed shall be \$3,000, and such salary shall be paid in equal monthly payments, and the State comptroller shall, on the order of the commissioner of education, draw his warrant for such salary on the State treasurer in favor of such county superintendents of schools.

NEW MEXICO.

School laws, 1909.

[P. 209] SEC. 18. A county superintendent of schools for each county shall be elected at each general election and shall enter upon the duties of his office on the first day of January following his election. Said county superintendent shall hold office for two years, or until his successor shall have been duly elected and qualified, unless sooner removed for cause.

[P. 233] SEC. 2. The annual compensation of the county school superintendents may be paid out of the general county school fund quarterly upon warrants issued by the board of county commissioners as other salaries are paid, or said salary may be in the discretion of the board of commissioners paid out of the general county fund.

[P. 211] SEC. 21. From and after the first of January, 1909, the county superintendents of the several counties of this Territory shall receive the following compensation, payable from the general school fund of the county, in monthly installments on warrants of the probate clerk, drawn on the county treasurer: In counties of 10 schoolrooms or less, under the jurisdiction of the county superintendent, as provided in this act, used for general school purposes at least three months in the year, \$300; in counties of 11 to 16 rooms, as aforesaid, \$600; in counties of 17 to 25 rooms, as aforesaid, \$800; in counties of 26 to 33 rooms, as aforesaid, \$1,000; in counties of 34 to 42 rooms, as aforesaid, \$1,200; in counties of 43 rooms or more, as aforesaid, and in all counties in the first class determined by the latest report of the Territorial traveling auditor, \$1,500: *Provided, however,* That the salaries as fixed by this section shall not in any event exceed one-third of the total amount collected in any county from the tax levy for general school purposes in any year; provided, this section shall not take effect until January 1, 1909. Said county superintendents shall be entitled to office expenses covering stationery, postage, printing, etc., which for any one year shall not exceed 4 per cent of their respective salaries. These expenses shall be allowed quarterly by the board of county commissioners, on presentation of itemized and certified bills.

NEW YORK.

School laws, 1912.

[P. 86] SEC. 386. The district superintendents elected in 1911 shall hold office until the first day of August, 1916. The full term of office of the district superintendent of schools elected in 1916 and thereafter shall be five years and shall commence on the first day of August next after his election. A district superintendent of schools, unless removed, shall hold office until his successor is chosen and qualified.

[P. 87] SEC. 398. Each district superintendent shall receive an annual salary from the State of \$1,200, payable monthly by the commissioner of education from moneys appropriated therefor. The supervisors of the towns composing any supervisory district may, by adopting a resolution by a majority vote, increase the salary to be paid by such districts to its district superintendent. Such supervisors must thereupon file with the clerk of the board of supervisors a certificate showing the amount of such increase. The board of supervisors of each county shall levy such amount annually by tax on the towns composing such supervisory districts within the county.

NORTH CAROLINA.

School laws, 1913.

[P. 61] SEC. 4135. The county board of education, on the first Monday in July, 1905, and biennially thereafter, shall elect a county superintendent of public instruction, who shall hold his office for a term of two years from the date of his election and until his successor is elected and qualified.

[P. 65] SEC. 4144. The salary of the county superintendent of schools shall be fixed by the county board of education. It shall not be less than \$3 per day while engaged in the service of the public schools. The county board of education may fix a salary not to exceed 4 per cent of the disbursements for schools under his supervision. The county board of education of any county whose total school fund exceeds \$15,000 may employ a county superintendent, for all of his time, at such salary as may be fixed by said board.

NORTH DAKOTA.

School laws, 1911.

[P. 14] SEC. 17. There shall be elected in each organized county, at the same time other county officers are elected, a county superintendent of schools, whose term of office shall be two years, commencing on the first Monday in January following his election, and until his successor is elected and qualified.

[P. 17] SEC. 34. The county superintendent of schools shall receive an annual salary equal to that paid to the register of deeds of his county, which salary shall be paid monthly on the warrant of the county auditor on the county treasurer, and in addition thereto he shall receive 10 cents per mile for the distance actually and necessarily traveled by him or his field deputy in the discharge of his duties within the county and in attendance at meetings of county superintendents called by the superintendent of public instruction as provided by law. He shall at the end of every three months make and furnish to the county commissioners an itemized statement subscribed and sworn to of the distance so traveled in the discharge of his duties, which shall be audited and paid by the board of county commissioners.

OKLAHOMA.

School laws, 1912.

[P. 11] SEC. 23. There is hereby created the office of county superintendent of public instruction for each county in Oklahoma, which office shall be filled as hereinafter provided by election and appointment, and when elected shall be elected at the same time and in the same manner as the other county officers, and his term of office shall be for a period of two years, or until his successor is elected and qualified.

[P. 16] SEC. 43. The county superintendent of public instruction shall receive an annual salary to be paid quarterly out of the county treasury by order of the county commissioner as follows: In counties having a population of not over 10,000, \$800; in counties having a population over 10,000 and less than 20,000, \$1,200; in counties having a population over 20,000 and not over 30,000, \$1,400; in counties having a population over 30,000 and not over 40,000, \$1,600; in counties having a population over 40,000, \$1,800. In addition to the annual salary, he shall receive \$1 for each school visited within the jurisdiction, as provided in this article: *Provided*, That this shall not be construed to include more than one visit in any school year.

[P. 52] SEC. 1. The county superintendent shall make out quarterly a statement of necessary traveling expenses incurred in the discharge of his duties, which claim shall be audited and paid as other claims against the county: *Provided*, That such sums shall not exceed \$200 per annum: *And provided*, That in those cases where provision is already made by law for the payment of traveling expenses of the county school superintendent, nothing additional shall be paid to said superintendent under the provisions of this section.

School laws, 1911.

[P. 26] SEC. 40. There shall be elected by the legal voters of each county at the biennial election in the year 1900, and every four years thereafter, a county school superintendent, who shall take his office on the first Monday in August following his election. He shall hold his office for four years and until his successor is chosen and qualified; but the present office of the county superintendent of schools is not affected by this section until 1900.

[P. 26] SEC. 42. County superintendents of the several counties shall receive as compensation for their services the following annual salaries, payable in the same manner as the salaries of other county officers are paid, and they shall receive no other compensation whatever: Baker County, \$1,500. The county school superintendent shall make out quarterly a statement of the necessary traveling expenses incurred in the discharge of his duties, which claim shall be audited and paid as the other claims against the county: *Provided*, That such sum shall not exceed \$400 per annum. The county superintendent shall be allowed \$150 annually for traveling expenses. Clackamas County, \$900; Clatsop County, \$900; Columbia County, \$900, provided he shall not engage in teaching during the term of office; Coos County, \$1,600; Crook County, \$1,600; Curry County, \$400; Douglas County, \$1,200. The county superintendent shall hire a clerk, whose salary shall not exceed \$300 per annum. Gilliam County, \$500; Grant County, \$700; Harney County, \$1,000; Jackson County, \$1,800. A sum not to exceed \$200 per annum for traveling expenses. Stenographer for sum not to exceed \$300 per annum. Josephine County, \$600; Klamath County, \$1,200. Said county school superintendent shall engage in no other business or occupation. Lake County, \$700; Lane County, \$1,500. Sum not to exceed \$300 for clerk hire. Lincoln County, \$800; \$200 allowed for traveling expenses. Linn County, \$1,200. Traveling expenses not to exceed \$200 and clerk hire not to exceed \$300 per annum. Malheur County, \$1,000; Marion County, \$1,000. Traveling expenses not to exceed \$200 and clerk hire not to exceed \$300 per annum. Morrow County, \$1,200; Multnomah County, \$2,500; Polk County, \$1,200; Sherman County, \$1,000; Tillamook County, \$1,000; Umatilla County, \$1,800; Union County, \$1,650; Wallowa County, \$1,200; Wasco County, \$1,200. Traveling expenses not to exceed \$200 per annum. Yamhill County, \$1,200.

Session laws, 1913.

[P. 760] CH. 367. The county superintendent of Wheeler County shall receive an annual salary of \$600, to be paid as other county officers are paid.

[P. 779] CH. 386. The county superintendent of Washington County shall receive as compensation for his services \$1,200 per annum, payable monthly, and he may with the consent of the county court employ an office deputy at a salary not to exceed \$60 per month.

[P. 781] CH. 388. The county superintendent of Banton County shall receive as compensation for his services the sum of \$1,300 per annum.

PENNSYLVANIA.**School laws, 1911.**

[P. 53] SEC. 1104. Every four years there shall be elected as herein provided, in every county in this Commonwealth, a person to be known as the county superintendent.

[P. 53] SEC. 1105. The school directors of each county of this Commonwealth, in which a county superintendent is to be elected, shall meet in convention at the county seat of their county, in the courthouse, or some other suitable place to be furnished by the county commissioners at the expense of the county, on the second Tuesday of April, 1918, and on the same day of every fourth year thereafter, and by a majority vote of those present, elect as herein provided one duly qualified person as county superintendent, to serve for four years from the first Monday of May next following: *Provided*, That on the first Tuesday of May, 1914, county superintendents shall be elected as herein provided, to serve from the first Monday in June, 1914, until the first Monday in May, 1918.

[P. 57] SEC. 1121. The annual salary of each county superintendent elected or appointed under the provisions of this act shall be paid by the State, from appropriations made for this purpose, or from the appropriations for the public schools, and shall be \$15 for each of the first 100 schools within his jurisdiction at the time of his election, and \$5 for each such additional school: *Provided*, That the salary of a county superintendent shall not be less than \$1,500 per annum; but a convention of school directors, assembled for the purpose of electing a county superintendent, may vote him a salary greater than the amount he would receive by this act, such increase to be paid in all cases by the school fund apportioned to the school districts over which such county superintendent has supervision before the same is distributed. The salaries of county superintendents shall be paid quarterly: *Provided*, That the provisions of this act relating to the amount and the manner of determining salaries of county superintendents shall not take effect before the first Monday of June, 1914.

SOUTH CAROLINA.**Session laws, 1913.**

[P. 100] Act No. 64. The laws with reference to and fixing the compensation of and salaries to be paid to the county officers shall remain the same as now provided by law, except in the following: Beaufort County, \$600; Chester County, \$750; Charleston County, \$1,500; Chesterfield County, \$1,000 per annum.

Session laws, 1912.

[P. 613] CH. 345. The laws with reference to and fixing the amount of salary and compensation to be paid to county officers shall remain as now provided by law, except as hereinafter provided. County superintendents as follows: Barnwell County, \$1,200; Cherokee County, \$550; Dorchester County, \$800; Darlington County, \$1,000 for the year 1912, and after January 1, 1913, the salary of the county superintendent shall be \$1,500, and he shall give his entire time to the duties of his office after January 1, 1913; Sumter County, \$1,300; Union County, \$900; Williamsburg County, \$1,000.

[P. 927] Act No. 498. Taxes are levied for the salaries of county superintendents as follows: Aiken County, \$1,200, and for traveling expenses \$50: *Provided*, That after January 1, 1913, the salary of the superintendent of education shall be \$600; Berkeley County, \$500; Calhoun County, \$900; Clarendon County, \$1,200; Greenwood County, \$900; Oconee County, \$700.

[P. 13] SEC. 1717. There shall be elected by the qualified electors of the county a county superintendent for each county, who shall hold his office for a term of four years and until his successor is elected and qualified, except in the counties of Anderson, Bamberg, Beaufort, Berkeley, Fairfield, Hampton, Lancaster, Marion, Pickens, Sumter, Williamsburg, and York, in which his term of office shall be two years.

SOUTH DAKOTA.**School laws, 1911.**

[P. 8] Sec. 21. In each organized county at the first general election held after the admission of the State of South Dakota to the Union, and every two years thereafter, there shall be elected a superintendent of schools whose term shall be two years, and no person shall be eligible for more than four years in succession.

[P. 9] Sec. 27. The county superintendent shall receive a salary payable monthly and to be determined as follows: By the value of the property in their respective counties as fixed by the State board of equalization for the preceding year and by the population of their respective counties. He shall be entitled to receive 1 mill on each dollar of the first \$100,000, and three-eighths of 1 mill on each dollar from \$100,000 to \$600,000, and one-fourth of 1 mill on each dollar from \$600,000 to \$1,100,000, and one-tenth of 1 mill on each dollar from \$1,100,000 to \$2,600,000. And in addition to the above-named sum he shall receive for the first 1,000 inhabitants within his county the sum of \$75, for each additional 1,000 inhabitants within the county, or major fraction thereof, he shall receive \$50: *Provided*, That he shall not receive more than \$1,500 in any county nor any other compensation, except as provided in section 52: *Provided further*, That in counties having an assessed valuation of less than \$300,000, the salary shall not exceed \$200.

TENNESSEE.**School laws, 1913.**

[P. 10] Sec. 8. There shall be a county superintendent for each county, who shall be elected by the county court at its April or July term, 1873, and after 1874 he shall be elected biennially in January, and no member of the county court shall be eligible to said office. He shall hold office for two years and shall receive such pay for his services as may be allowed him by the county court, to be paid upon the order of the chairman or judge of the county court by the county trustee.

TEXAS.**School laws, 1913.**

[P. 16] Sec. 40. The office of county superintendent of public instruction is hereby created, and the commissioners court in every county in this State having 3,000 scholastic population, as shown by preceding scholastic census, shall provide for the election of a county superintendent of public instruction at each general election. He shall hold his office for the term of two years and until his successor is elected and qualified.

[P. 20] Sec. 47. The county superintendents of public instruction herein provided for shall receive from the available school funds of their respective counties annual salaries as follows: In every county in Texas that has a scholastic population of 2,000 or less, in which the office of the county superintendent has been created or may be created after this act has gone into effect, the county school superintendent shall receive an annual salary of \$900; in every county in the State of Texas that has a scholastic population of not less than 2,000 nor more than 3,000, the county school superintendent shall receive an annual salary of \$1,100; in every county that has a scholastic population of not less than 3,000 nor more than 4,000, the county school superintendent shall receive an annual salary of \$1,300; in every county that has a scholastic population of not less than 4,000 nor more than 5,000, the county school superintendent shall receive an annual salary of \$1,400; in every county that has a scholastic population greater than 5,000, the county superintendent shall receive a salary of \$1,500: *Provided*, That the county superintendent shall be allowed any sum not to exceed \$100 per year for stamps, stationery, expressage, and printing, to be paid by the commissioners court out of the county general fund. The compensation herein provided for shall be paid quarterly by the county treasurer on the order of the commissioners court: *Provided*, That the salary for the quarter ending on the second Monday in November, shall not be paid until the county superintendent presents a receipt from the State superintendent of public instruction showing that he has made all of the reports required of him.

UTAH.**Session laws, 1911.**

[P. 267] CH. 135, SEC. 1. At the first meeting of the board in June, 1911, and biennially thereafter, a superintendent of schools shall be elected by the board and shall enter upon his duties on the first day of July thereafter. His term of office shall be two years, and until his successor shall be elected and qualified.

[P. 111] CH. 79, SEC. 1. The salaries of the county superintendents of the State shall be fixed by the respective boards of county commissioners at not to exceed the following maximum amounts: Class 1, \$2,000; class 2, \$1,200; class 3, \$1,200; class 4, \$1,000; class 5, \$1,000; class 6, \$1,000; class 7, \$1,000; class 8, \$1,000; class 9, \$1,000; class 10, \$1,000; class 11, \$1,000; class 12, \$1,000; class 13, \$750; class 14, \$500; class 15, \$500.

VIRGINIA.

School laws, 1911.

[P. 25] SEC. 15. The term of office of the division superintendent shall be four years from the first day of July following his appointment: *Provided*, That the superintendents for counties and cities now in office, or their successors, shall continue in office until July 1, 1909.

[P. 25] SEC. 16. The said superintendent shall receive, to be paid in monthly installments out of the State school fund on the warrant of the State board of education drawn upon the second auditor, \$40 for every 1,000 of population under his jurisdiction for the first 10,000; \$25 for every 1,000 in excess of 10,000, up to and including 30,000; and \$15 for every 1,000 in excess of 30,000, rejecting in each case fractions of less than 500: *Provided*, That the pay of a superintendent from funds in the State treasury shall not, in any case, be less than \$200 per year: *Provided, further*, That when a school division is composed of more than one county, or of a city and one or more counties, the salary of the superintendent of such division may, in the discretion of the State board of education, be the aggregate of the amounts found by estimating what such salary would be in each of such counties and city if each of the same composed a separate school division. The board of supervisors of any county, or the council of any city, out of any surplus of any funds in the treasury of such county or city, or the county or city school board may, out of the local school fund, supplement the salary of the superintendent of schools for the division in which said county or city may be located: *Provided*, That the salary of any such division superintendent shall not be increased or diminished by any such said city council or county board of supervisors during his term of office.

WASHINGTON.

Session laws, 1913.

[P. 355] CH. 119. The salaries of the county superintendents of common schools shall be as follows: Counties of the fourteenth class, \$1,200; counties of the fifteenth class, \$1,100; counties of the sixteenth class, \$1,000; counties of the seventeenth class, \$1,000.

School laws, 1913.

[P. 44] SEC. 154. A county superintendent of schools shall be elected in each county of the State at each general election, whose term of office shall begin on the first Monday in September next succeeding his election and continue for two years and until his successor is elected and qualified.

WEST VIRGINIA.

Session laws, 1911.

[P. 157] SEC. 118. The county superintendent shall receive for his services an annual compensation as follows: In counties having not more than 50 schools, \$700; in counties having more than 50 schools and not more than 75 schools, \$775; in counties having more than 75 and not more than 100 schools, \$850; in counties having more than 100 and not more than 125 schools, \$925; and in counties having more than 125 schools he shall be allowed \$2 for each additional school more than 125. In addition thereto, the county superintendent shall be allowed the same compensation for conducting examinations as is allowed his assistants: *Provided*, That the salary in no case shall exceed \$1,500. The county superintendent shall not teach in any school, public or private, while the schools of his county are in session, and should any county superintendent engage in teaching public or private school he shall immediately thereupon forfeit his office and cease to be entitled to any further remuneration.

[P. 52] SEC. 113. A county superintendent of free schools shall be elected in each county by the voters thereof, at the general election held on the Tuesday after the first Monday in November, 1910, who shall be a resident in the county in which he is elected and whose term of office shall commence on the first day of July, next after his election, and continue for four years and until his successor is elected and qualified according to law.

WISCONSIN.

School laws, 1911.

[P. 150] Sec. 1. A superintendent of schools shall be chosen by the qualified electors of each superintendent district in the State of Wisconsin, at the election to be held on the first Tuesday in April in the year 1905 and biennially thereafter, and said officer shall hold his office for a term of two years from the succeeding first Monday in July. The county or district superintendent chosen at the general election in November, A. D. 1902, or thereafter appointed, shall hold and continue in office as such until the first Monday in July, A. D. 1905. The superintendent of each district shall hold his office until his successor is elected and qualified.

Session laws, 1913.

Sec. 702, CH. 751. The county board of education shall fix the salary of the county superintendent of schools, but in no case shall it be less than \$1,000, excluding traveling expenses and expenses for printing, postage, and stationery.

WYOMING.

School laws, 1913.

[P. 23] Sec. 1297. County superintendents of schools shall receive the following salaries: In counties of the first class, \$900; in counties of the second class, \$700; in counties of the third class, \$600; in counties of the fourth class, \$500; together with their actual and necessary traveling expenses, while engaged in the discharge of their duties, the amount for which expenses shall be stated in separate items, accompanied by vouchers or receipts, for all items amounting to \$5 or more, and otherwise made conformable to the law.

CHAPTER V.

UNIVERSITIES AND COLLEGES.

No attempt was made to secure salary data from every university and college, but the intention was to make the tables thoroughly representative of the entire country and of every class of institutions, both in relation to character of work and to endowment. Information was sought from all the largest and most important institutions, but only a few of the small colleges in each State were asked to furnish data. In consequence of this method of collection, the range of salaries may be considered substantially correct for the institutions of the entire country, but the averages stated are the averages of the institutions included in the tables. They are naturally higher than similar averages would be for all institutions, because only a comparatively small number of weak colleges are included. The whole number of institutions represented in this chapter is 182, of which 66 are State-aided, 21 are private institutions with more than \$1,000,000 of endowment, and 95 are private institutions with less than \$1,000,000 of endowment.

As explained in the introduction, all the information in this chapter was obtained under an agreement that it should be printed in such manner that no salary could be identified with any individual or any institution. This consideration governed every detail of the tabulation. It prevented all classification by locality or geographical distribution, and reduced to three classes the division according to means of support and according to endowment. Further subdivision would have produced groups so small that it might have been possible to identify individual salaries. For a like reason distinction by sex was omitted.

As far as practicable the designations and titles were tabulated in the terms in which they were reported to us, even though the difference between them sometimes appeared to be slight. For example, "public speaking" and "oratory" are separately entered. Similarly "ancient languages" is apart from "Latin" and "Greek." In that case, however, it may be inferred that there is a proper distinction, and that professors of ancient languages teach both Latin and Greek. On the other hand, when very small groups resulted from following the designation reported, combinations were invariably made. A number of such instances may be observed in the tables. In some of them several subjects are consolidated, and in others "assistants" are combined with "instructors," etc.

TABLE 38.—*Summary of salaries of officers, professors, and instructors in certain universities and colleges.*

Subject and title.	Number.	Yearly salary.		
		Minimum.	Maximum.	Average.
Presidents.....	127	\$900	\$12,400	\$5,236
Vice presidents.....	14	750	6,000	2,400
Deans.....	78	500	5,000	1,953
Ancient languages:				
Professors.....	31	1,100	5,500	2,720
Assistant professors.....	15	1,200	3,000	2,053
Instructors.....	15	950	1,800	1,194
Latin:				
Professors.....	112	450	7,000	2,304
Assistant professors.....	32	800	4,000	1,791
Instructors.....	64	75	2,940	1,185
Assistants.....	3	200	400	300
Greek:				
Professors.....	85	500	6,500	2,269
Assistant professors.....	22	950	3,000	1,939
Instructors.....	18	400	1,500	1,109
Modern languages:				
Professors.....	109	450	5,500	2,203
Assistant professors.....	63	900	3,000	1,682
Instructors.....	81	400	1,900	1,107
Assistants.....	5	500	900	800
German:				
Professors.....	107	650	6,000	2,264
Assistant professors.....	87	800	3,050	1,771
Instructors.....	118	120	2,940	1,140
Assistants.....	18	200	1,000	658
French:				
Professors.....	36	850	5,500	2,408
Assistant professors.....	25	100	3,500	1,845
Instructors.....	71	200	2,940	1,116
English:				
Professors.....	223	450	5,500	2,297
Assistant professors.....	174	600	3,500	1,685
Instructors.....	303	250	2,940	1,086
Assistants.....	50	40	1,600	510
History:				
Professors.....	181	815	6,500	2,346
Assistant professors.....	71	250	3,500	1,918
Instructors.....	81	150	2,940	1,212
Assistants.....	21	100	900	498
Economics:				
Professors.....	78	1,000	5,500	2,413
Assistant professors.....	38	1,100	2,700	1,676
Instructors.....	36	100	1,800	1,081
Assistants.....	17	300	1,600	724
Philosophy:				
Professors.....	100	600	6,500	2,526
Assistant professors.....	27	1,250	3,000	1,880
Instructors.....	28	250	1,800	1,049
Education:				
Professors.....	85	1,000	6,000	2,544
Assistant professors.....	43	1,400	3,000	2,034
Instructors.....	27	225	2,520	1,044
Assistants.....	3	135	1,800	680
Mathematics:				
Professors.....	207	800	6,000	2,312
Assistant professors.....	162	900	3,000	1,653
Instructors.....	178	100	2,940	1,149
Assistants.....	34	55	1,600	540
Civil engineering:				
Professors.....	102	1,100	5,500	2,945
Assistant professors.....	91	1,100	3,000	1,769
Instructors.....	107	210	1,850	1,126
Assistants.....	27	50	1,200	467
Electrical engineering:				
Professors.....	53	1,000	5,000	2,708
Assistant professors.....	59	900	3,000	1,728
Instructors.....	66	400	1,950	1,154
Assistants.....	11	500	1,200	764
Mechanical engineering:				
Professors.....	75	1,500	5,000	2,718
Assistant professors.....	64	900	2,955	1,732
Instructors.....	142	500	2,000	1,155
Assistants.....	33	200	1,100	657

TABLE 38.—*Summary of salaries of officers, professors, and instructors in certain universities and colleges—Continued.*

Subject and title.	Number.	Yearly salary.		
		Minimum.	Maximum.	Average.
Geology:				
Professors.....	72	\$400	\$7,000	\$2,702
Assistant professors.....	26	1,400	3,500	1,947
Instructors.....	37	500	1,700	1,139
Assistants.....	15	100	1,100	405
Physics:				
Professors.....	142	540	7,000	2,422
Assistant professors.....	84	500	3,000	1,763
Instructors.....	129	150	2,100	1,063
Assistants.....	57	40	1,500	442
Chemistry:				
Professors.....	216	750	6,000	2,500
Assistant professors.....	150	300	3,000	1,687
Instructors.....	183	250	2,730	1,084
Assistants.....	146	40	1,500	465
Biology:				
Professors.....	70	975	5,000	2,084
Assistant professors.....	27	885	2,580	1,629
Instructors.....	48	200	2,000	1,004
Assistants.....	15	40	1,000	359
Zoology:				
Professors.....	62	700	5,500	2,551
Assistant professors.....	42	1,100	3,000	1,681
Instructors.....	37	200	1,800	1,043
Assistants.....	20	40	1,500	531
Botany:				
Professors.....	48	1,200	6,000	2,646
Assistant professors.....	43	1,200	3,500	1,798
Instructors.....	36	200	1,500	1,064
Assistants.....	24	200	1,200	640
Music:				
Professors.....	76	167	3,500	1,772
Assistant professors.....	26	850	4,000	1,742
Instructors.....	221	70	2,310	961
Assistants.....	13	50	750	482
Law:				
Professors.....	144	250	7,500	3,436
Assistant professors.....	31	500	4,000	1,814
Instructors.....	19	375	2,500	1,042
Physical training:				
Professors.....	30	280	6,000	2,239
Assistant professors.....	25	900	3,000	1,854
Instructors.....	110	55	2,940	1,091
Assistants.....	33	120	2,000	694

TABLE 39.—*Number and yearly salaries of officers, professors, and instructors in certain State-aided universities and colleges.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Presidents.....	1	\$12,400	Latin:		
	1	12,000	Professors.....	1	\$4,000
	1	8,500		1	3,750
	1	8,400		1	3,500
	1	8,000		2	3,300
	2	7,500		1	3,250
	1	7,400		2	3,000
	1	7,000		2	2,900
	2	6,400		1	2,700
	9	6,000		1	2,600
	1	5,900		6	2,500
	1	5,500		3	2,400
	1	5,400		1	2,300
	1	5,180		1	2,250
	8	5,000		1	2,200
	2	4,900		1	2,125
	1	4,650		1	2,100
	5	4,500		2	2,000
	1	4,400		1	1,930
	1	4,200		1	1,900
	5	4,000		1	1,800
	2	3,900	Average salary.....		2,613
	2	3,500	Assistant professors.....	1	2,500
	1	3,400		1	2,400
	1	3,300		3	2,000
	1	3,160		1	1,900
	1	3,150		2	1,800
	2	3,000		2	1,750
	1	2,800		2	1,500
	3	2,500		1	1,320
	1	1,800		1	1,300
Average salary.....		5,144		1	1,100
Vice presidents.....	1	2,800	Average salary.....		1,775
	1	2,300	Instructors.....	2	1,500
	1	1,000		1	1,400
Average salary.....		2,033		2	1,300
Deans.....	1	5,000		1	1,160
	1	3,750		1	1,100
	1	3,600		1	1,050
	1	3,400		1	1,000
	1	2,650	Average salary.....		1,257
	1	2,500	Assistants.....	1	400
	1	2,300		1	300
	1	2,200		1	200
	2	2,000	Average salary.....		300
	3	1,800			
	1	1,600	Greek:		
	1	1,500	Professors.....	1	4,000
	1	1,400		1	3,750
	1	1,100		1	3,500
	1	1,000		1	3,300
	1	500		4	3,000
Average salary.....		2,205		1	2,900
Assistant deans.....	1	2,200		1	2,850
Ancient languages:				1	2,800
Professors.....	1	3,500		1	2,750
	2	3,000		1	2,600
	1	2,750		2	2,500
	1	2,300		1	2,400
	1	2,200		1	2,300
	3	2,100		1	2,200
	2	2,000		1	2,125
	2	1,900		1	2,100
	1	1,800		1	2,000
	1	1,500		1	1,780
Average salary.....		2,277		1	1,600
Assistant professors.....	2	3,000	Average salary.....		2,694
	1	2,800	Assistant professors.....	1	2,500
	1	2,100		1	2,400
	1	2,000		1	2,000
	1	1,600		2	1,800
	1	1,500		1	1,600
	1	1,250		1	1,500
	2	1,200		1	1,300
Average salary.....		1,935	Average salary.....		1,853
Instructors or assistants..	1	1,200	Instructors.....	2	1,200
	1	1,100		1	400
	2	1,000	Average salary.....		933
Average salary.....		1,075			

TABLE 39.—*Number and yearly salaries of officers, professors, and instructors in certain State-aided universities and colleges—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Modern languages:			German—Continued.		
Professors.....	1	\$4,000	Professors.....	1	\$1,700
	1	3,750		1	1,600
	1	3,500		1	1,350
	1	3,300		1	1,200
	1	3,000	Average salary.....		2,354
	1	2,800	Assistant professors.....	1	2,800
	1	2,750		1	2,700
	3	2,700		4	2,500
	1	2,680		1	2,250
	1	2,600		1	2,200
	3	2,500		4	2,000
	2	2,400		2	1,900
	2	2,300		2	1,800
	1	2,250		4	1,750
	4	2,200		3	1,700
	6	2,100		4	1,650
	1	2,075		5	1,600
	10	2,000		3	1,500
	1	1,900		4	1,400
	4	1,800		1	1,300
	1	1,600		2	1,200
	2	1,500		1	1,100
	1	1,200		1	1,050
	1	900		1	1,000
Average salary.....		2,280	Average salary.....		1,741
Assistant professors.....	1	2,700	Instructors.....	4	1,500
	1	2,500		7	1,400
	1	2,250		1	1,350
	6	2,100		4	1,300
	2	2,000		1	1,250
	2	1,800		7	1,200
	2	1,750		1	1,100
	2	1,700		12	1,000
	1	1,680		5	900
	1	1,650		3	800
	2	1,600		1	600
	1	1,575		1	300
	6	1,500	Average salary.....		1,126
	2	1,400	Assistants.....	4	900
	1	1,350		4	500
	1	1,300		1	200
	3	1,200	Average salary.....		644
	1	1,100			
	1	1,000	French:		
Average salary.....		1,675	Professors.....	1	3,000
Instructors.....	3	1,500		1	2,750
	4	1,400		1	2,500
	1	1,300		1	2,400
	1	1,250		1	2,200
	2	1,200		1	1,100
	14	1,100	Average salary.....		2,325
	13	1,000	Assistant professors.....	1	2,700
	6	900		3	2,000
	1	800		3	1,800
	1	700		1	1,500
	1	500	Average salary.....		1,950
Average salary.....		1,087	Instructors.....	3	1,500
Assistants.....	3	900		4	1,400
	1	800		1	1,300
	1	500		4	1,100
Average salary.....		800		1	1,000
				1	900
German:			Average salary.....		1,264
Professors.....	1	4,000			
	2	3,750	Spanish or Italian:		
	1	3,500	Professors.....	1	\$3,333
	3	3,000		1	1,800
	2	2,750	Assistant professors.....	1	2,250
	1	2,700		1	1,900
	5	2,500		2	1,800
	1	2,400		1	1,600
	1	2,300		1	1,400
	1	2,200	Average salary.....		1,792
	1	2,125	Instructors.....	2	1,500
	1	2,100		2	1,100
	7	2,000		2	1,000
	2	1,900		1	300
	5	1,800	Average salary.....		1,071

1 Part time.

TABLE 39.—*Number and yearly salaries of officers, professors, and instructors in certain State-aided universities and colleges—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Spanish or Italian—Contd.			English—Continued.		
Assistants.....	1	\$1,350	Assistant professors.....	1	\$1,300
	1	700		4	1,250
	1	450		3	1,200
Average salary.....		833		2	1,100
Scandinavian:				4	1,000
Professors.....	1	3,250		11	1,000
	1	2,500	Average salary.....		1,661
	1	2,000	Instructors.....	1	1,600
	1	1,320		7	1,500
Average salary.....		2,268		1	1,450
Assistant professors.....	1	2,200		14	1,400
	1	1,900		10	1,300
Average salary.....		2,050		1	1,260
Oriental languages:				1	1,250
Professors.....	1	4,000		25	1,200
	1	2,000		1	1,150
	1	1,300		1	1,125
Average salary.....		2,433		2	1,100
Assistant professors.....	2	2,000		2	1,050
	1	1,750		32	1,000
	1	1,700		1	950
Average salary.....		1,863		11	900
Instructors or assistants..	1	1,200		3	850
	1	720		7	800
	1	500		1	750
Average salary.....		807		2	700
English:				2	600
Professors.....	1	5,000		12	600
	2	4,500		12	500
	1	4,000		1	450
	1	3,700		1	400
	1	3,500		1	350
	3	3,300		1	317
	3	3,250		1	300
	1	3,000	Average salary.....		1,096
	3	2,800	Assistants.....	2	1,500
	5	2,700		1	1,400
	1	2,650		1	1,380
	1	2,600		1	1,350
	8	2,500		1	1,300
	6	2,400		1	1,200
	1	2,380		1	1,000
	5	2,300		2	900
	2	2,250		2	700
	4	2,200		4	600
	2	2,180		2	450
	1	2,125		2	300
	3	2,100		1	200
	1	2,080	Average salary.....	2	100
	14	2,000			788
	1	1,930	Rhetoric:		
	2	1,900	Professors.....	1	3,500
	6	1,800		1	2,500
	1	1,575		1	2,180
	1	1,450		1	2,100
	1	900		1	1,900
	1	850	Average salary.....		2,436
	11	600	Assistant professors.....	1	2,500
Average salary.....		2,397		1	2,000
Assistant professors.....	1	2,700		1	1,700
	2	2,500		2	1,600
	1	2,400		1	1,300
	1	2,250		1	1,200
	2	2,200	Average salary.....		1,700
	5	2,100	Instructors.....	1	1,400
	7	2,000		2	1,300
	1	1,950		2	1,200
	5	1,900		2	1,000
	1	1,860		3	900
	10	1,800	Average salary.....		1,110
	2	1,700	Public speaking:		
	4	1,660	Professors.....	1	2,650
	1	1,650		2	2,250
	11	1,600		2	2,200
	16	1,500		2	2,000
	1	1,475	Average salary.....		2,225
	9	1,400			

1 Part time.

TABLE 39.—*Number and yearly salaries of officers, professors, and instructors in certain State-aided universities and colleges—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Public speaking—Continued.			History—Continued.		
Assistant professors.....	1	\$1,600	Instructors.....	7	\$1,000
	1	1,460		1	900
	1	1,300		2	800
	1	1,100		1	750
	1	800		1	600
Average salary.....		1,152		1	300
Instructors or assistants..	4	1,400		2	200
	1	1,300	Average salary.....		1,035
	2	1,200	Assistants.....	1	800
	1	900		5	750
	1	600		1	500
Average salary.....		1,200		1	400
Oratory:				1	200
Professors.....	1	2,500	Average salary.....		639
	1	2,100			
	2	1,900	Economics:		
	1	1,800	Professors.....	1	3,600
Average salary.....		2,040		2	3,300
Assistant professors or in-	1	1,600		3	2,750
structors.....	1	1,250		2	2,700
	1	1,200		3	2,500
	1	550		2	2,400
Average salary.....		1,150		2	2,300
History:				1	2,250
Professors.....	2	5,000		2	2,200
	2	4,000		1	2,060
	1	3,600		6	2,000
	1	3,500		6	1,800
	1	3,300		1	1,750
	1	3,250		1	1,700
	6	3,000		1	1,500
	1	2,900		1	1,400
	2	2,750	Average salary.....		2,246
	4	2,700	Assistant professors.....	1	2,700
	7	2,500		1	2,450
	8	2,400		1	2,200
	4	2,300		1	2,000
	3	2,200		1	1,800
	3	2,100		1	1,800
	1	2,060		11	1,767
	10	2,000		2	1,620
	3	1,900		6	1,500
	9	1,800		3	1,400
	11	1,750		1	1,250
	1	1,680		3	1,200
	1	1,500	Average salary.....		1,640
	1	1,400	Instructors.....	1	1,000
	2	1,200		1	1,400
	11	667		4	1,200
Average salary.....		2,413		2	1,000
Assistant professors.....	1	2,800		1	900
	1	2,750		1	800
	3	2,500		1	300
	1	2,400	Average salary.....		1,073
	1	2,250	Assistants.....	1	1,600
	2	2,100		1	1,100
	4	2,000		1	1,000
	1	1,950		1	650
	1	1,850		1	600
	5	1,800		3	500
	1	1,750		2	300
	1	1,680	Average salary.....		705
	1	1,660			
	1	1,600	Political economy:		
	3	1,500	Professors.....	2	4,000
	2	1,400		3	3,500
	1	1,300		1	3,000
	1	1,200		1	2,400
	1	1,100		1	2,100
Average salary.....		1,910		1	2,000
Instructors.....	1	1,600		1	2,000
	2	1,500	Average salary.....		2,533
	2	1,400	Assistant professors.....	2	2,300
	1	1,320		1	2,150
	1	1,300		1	2,100
	6	1,200		1	1,800
	3	1,100	Average salary.....		1,400

1 Part time.

TABLE 39.—*Number and yearly salaries of officers, professors, and instructors in certain State-aided universities and colleges—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Political economy—Contd.			Philosophy (or ethics)—Con.		
Instructors.....	1	\$1,600	Assistant professors.....	4	\$2,000
	3	1,500		1	1,800
	1	1,400		3	1,600
	1	1,200		2	1,500
Average salary.....		1,450		1	1,400
Political science:				1	700
Professors.....	1	4,500	Average salary.....		1,727
	2	4,000	Instructors or assistants.....	3	1,600
	1	3,500		1	1,500
	1	3,000		1	1,400
	1	2,667		1	1,300
	1	2,600		1	1,200
	1	2,500		2	1,100
	2	2,000		1	800
	1	1,750		2	600
	1	1,750		1	500
Average salary.....		2,110		3	250
Assistant professors.....	1	2,500	Average salary.....		978
	1	2,400	Psychology:		
	1	2,300	Professors.....	1	3,250
	1	2,200		3	2,500
	1	2,100		1	2,300
	1	2,000		2	2,200
	2	1,800		1	2,100
	1	1,650		1	2,000
Average salary.....		2,083		1	1,800
Instructors or assistants..	2	1,200	Average salary.....		2,335
	2	900	Assistant professors.....	1	2,700
	2	500		1	2,000
Average salary.....		867		1	1,800
Sociology:				2	1,600
Professors.....	1	3,300	Average salary.....		1,900
	1	3,250	Instructors.....	1	1,600
	2	3,000		1	1,300
	1	2,800		2	1,200
	1	2,000		1	1,000
Average salary.....		2,822	Average salary.....		1,260
Assistant professors or in-	1	1,700	Assistants.....	1	900
structors.....	3	1,500		1	500
	1	1,000		2	200
Average salary.....		1,440	Average salary.....		450
Anthropology and archaeol-			Education (or pedagogy): ¹		
ogy:			Deans or directors.....	1	5,000
Professors.....	1	2,850		1	4,250
Assistant professors.....	1	2,400		1	3,600
	1	1,600		1	3,250
Average salary.....		2,000		2	3,000
Instructors or preparators.	1	1,500		1	2,600
	2	1,000		2	2,300
Average salary.....		1,167		1	2,000
Philosophy (or ethics):			Average salary.....		3,130
Professors.....	1	5,000	Professors.....	1	4,000
	2	4,000		1	3,800
	1	3,750		5	3,500
	5	3,500		3	3,000
	1	3,300		2	2,800
	2	3,250		1	2,750
	1	3,100		2	2,700
	1	3,000		1	2,667
	1	2,800		2	2,650
	1	2,750		1	2,600
	2	2,700		8	2,500
	1	2,000		1	2,437
	1	2,500		1	2,400
	2	2,400		5	2,300
	1	2,300		2	2,250
	2	2,100		3	2,200
	3	2,000		1	2,135
	1	1,875		2	2,100
	2	1,800		5	2,000
	1	1,750		1	1,900
	1	1,500		3	1,800
	1	1,200		1	1,700
	1	750		1	1,600
Average salary.....		2,691			

¹ Part time.² Including agricultural education, industrial education, pedagogy, science of teaching, and art of teaching.

TABLE 39.—Number and yearly salaries of officers, professors, and instructors in certain State-aided universities and colleges—Continued.

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Education (or pedagogy)—Continued.			Mathematics—Continued.		
Professors.....	1	\$1,500	Assistant professors.....	3	\$1,660
Average salary.....		2,489		1	1,625
Assistant professors.....	1	3,000		13	1,600
	1	2,750		23	1,500
	1	2,500		6	1,400
	2	2,300		4	1,300
	2	2,200		1	1,250
	1	2,100		7	1,200
	2	2,000		1	1,100
	7	1,800		1	1,000
	1	1,750	Average salary.....		1,617
	5	1,600	Instructors.....	2	2,500
	3	1,500		2	2,400
	1	1,400		1	1,900
Average salary.....		1,911		1	1,600
Instructors or assistants...	1	1,800		1	1,550
	1	1,700		1	1,500
	1	1,600		15	1,400
	1	1,500		1	1,350
	1	1,300		1	1,320
	1	1,200		10	1,300
	2	1,100		2	1,250
	1	1,000		1	1,225
	1	720		13	1,200
	2	600		1	1,175
	12	500		3	1,100
	2	450		1	1,070
	1	360		12	1,000
	1	300		1	980
	2	225		5	900
	2	135		4	800
Average salary.....		825		11	600
Mathematics:				1	400
Professors.....	1	4,400		4	300
	1	4,000	Average salary.....	2	250
	1	3,600	Assistant professors.....		1,184
	4	3,500		1	1,320
	2	3,300		1	1,300
	1	3,120		1	840
	7	3,000		1	800
	1	2,900		1	750
	1	2,800		1	700
	1	2,750		9	600
	2	2,700		3	450
	4	2,600		2	300
	10	2,500		1	250
	5	2,400		2	125
	6	2,300	Average salary.....	1	\$ 25
	1	2,250	Astronomy:		590
	5	2,200	Professors.....	1	3,600
	1	2,180		1	3,500
	4	2,100		1	3,300
	1	2,060		1	2,750
	9	2,000		1	2,100
	7	1,900		1	1,200
	14	1,800		11	625
	1	1,700	Average salary.....		2,732
	2	1,600	Assistant professors.....	1	2,400
	1	1,400		1	1,900
	2	1,000		1	1,700
Average salary.....		2,342		1	1,600
Assistant professors.....	1	2,750		1	1,000
	2	2,400	Average salary.....		1,720
	1	2,300	Instructors.....	1	1,400
	1	2,250		1	1,300
	2	2,200		1	900
	3	2,000	Average salary.....	11	350
	1	1,920	Assistant professors.....		1,200
	2	1,900		1	1,400
	1	1,860		1	1,200
	8	1,800		1	1,000
	1	1,775		4	600
	2	1,750		1	400
	1	1,725		11	300
	3	1,700		1	110
	1	1,680	Average salary.....	1	100
					661

1 Part time.

2 Per month.

TABLE 39.—*Number and yearly salaries of officers, professors, and instructors in certain State-aided universities and colleges—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Mechanics:			Civil engineering—Continued.		
Professors.....	1	\$3,250	Assistant professors.....	1	\$1,300
	2	3,000		1	1,150
	2	2,500	Average salary.....		1,722
	1	2,400	Instructors.....	1	1,675
	2	2,300		7	1,500
	1	2,250		7	1,400
	1	2,000		1	1,320
	1	1,800		4	1,300
Average salary.....		2,482		10	1,200
Assistant professors.....	1	2,250		2	1,100
	1	2,000		3	1,000
	1	1,750		3	900
	1	1,700		4	800
	3	1,600		1	600
	1	1,100	Average salary.....		1,214
Average salary.....		1,700	Assistants.....	1	1,300
Instructors.....	1	1,800		2	1,000
	1	1,700		1	900
	1	1,600		1	720
	2	1,500		1	300
	1	1,400		1	250
	2	1,300		1	280
	5	1,200		1	250
	2	1,100		1	228
	1	1,050		1	200
	2	1,000		1	144
	1	600		1	126
Average salary.....		1,261		1	110
Assistants.....	1	1,000		1	50
	1	700	Average salary.....		408
	2	600	Railway (or highway) engi- neering:		
Average salary.....		725	Professors.....	1	4,000
Civil engineering:				1	3,000
Deans.....	1	4,500		1	2,500
	2	3,300		1	2,400
	1	3,000		1	2,000
	1	2,500	Average salary.....		2,800
	1	2,250	Assistant professors.....	2	3,000
	1	2,100		1	2,400
	1	1,800		3	2,000
Average salary.....		2,806		2	1,800
Professors.....	3	5,000		1	1,750
	1	4,800	Average salary.....		2,172
	1	4,000	Assistants.....	1	900
	2	3,500		1	750
	2	3,300		1	680
	1	3,000	Average salary.....		790
	3	2,900	Structural engineering:		
	1	2,750	Professors.....	1	3,500
	2	2,700		2	2,500
	1	2,600		1	2,300
	4	2,500	Average salary.....		2,050
	1	2,448	Assistant professors.....	2	2,500
	5	2,400		1	2,000
	4	2,300		1	1,800
	3	2,200		1	1,700
	2	2,180	Average salary.....		2,100
	4	2,100	Instructors.....	1	1,300
	1	2,060		1	1,000
	2	2,000			1,150
	1	1,900	Average salary.....		
	1	1,800	Hydraulic engineering:		
	4	1,800	Professors.....	2	3,000
	2	1,700		1	2,600
	1	1,600	Average salary.....		2,867
	2	1,505	Assistant professors or in- structors.....	1	2,000
Average salary.....		2,500		1	1,800
Assistant professors.....	2	2,750		1	1,500
	2	2,400		1	1,100
	1	2,100	Average salary.....		1,600
	3	2,000	Sanitary (or municipal) engi- neering:		
	2	1,900	Professors.....	1	5,000
	9	1,800		1	3,000
	7	1,700		1	2,650
	1	1,680		1	2,350
	1	1,650		1	1,800
	10	1,600	Average salary.....		2,940
	2	1,500			
	1	1,400			

TABLE 39.—*Number and yearly salaries of officers, professors, and instructors in certain State-aided universities and colleges—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Sanitary (or municipal) engi- neering—Continued.			Electrical engineering:		
Assistant professors.....	1	\$2,250	Professors.....	2	\$5,000
	2	1,800		1	3,500
Average salary.....		1,950		1	3,050
Instructors.....	3	1,700		5	3,000
	2	1,500		2	2,950
	2	1,400		1	2,800
Average salary.....		1,557		2	2,500
Agricultural engineering:				2	2,400
Professors.....	1	3,000		1	2,375
	1	2,500		4	2,300
	1	2,300		2	2,200
	2	2,000		1	2,150
	1	1,900		1	2,100
	1	1,800		1	2,050
	1	1,500		6	2,000
Average salary.....		2,125		1	1,900
Assistant professors.....	1	2,200	Average salary.....	3	1,800
	1	1,800	Assistant professors.....	1	2,543
Average salary.....		2,000		1	3,000
Instructors.....	1	1,800		1	2,750
	2	1,200		1	2,500
	1	1,050		1	2,200
	1	1,000		5	2,000
Average salary.....		1,010		2	1,900
Assistants.....	1	400		1	1,800
	1	300		1	1,780
	1	250		1	1,750
Average salary.....		317		2	1,700
Mining engineering (or min- ing):				1	1,650
Professors.....	3	5,000		6	1,600
	1	4,000		1	1,575
	1	3,500		6	1,500
	1	3,300		1	1,400
	1	3,250		2	1,300
	1	3,100		2	1,200
	1	3,000		1	1,125
	1	2,800	Average salary.....	1	900
	1	2,600	Instructors.....	1	1,709
	1	2,500		1	1,950
	2	2,400		1	1,600
	1	2,200		4	1,500
	1	2,180		5	1,400
	1	2,000		1	1,395
	1	1,900		3	1,300
	1	1,856		6	1,200
	2	1,800		4	1,100
	1	1,700		4	1,000
	1	1,500		2	900
	1	1,000		4	800
Average salary.....		2,773	Average salary.....	1	550
Assistant professors.....	2	2,900	Assistants.....	2	1,194
	2	2,200		1	1,200
	2	2,400		1	1,000
	4	2,000	Average salary.....	1	800
	6	1,800			1,050
	1	1,600	Mechanical engineering:		
	2	1,500	Professors.....	1	5,000
	1	1,400		1	4,500
	1	900		3	3,500
Average salary.....		1,938		1	3,200
Instructors.....	1	2,000		1	3,100
	2	1,500		9	3,000
	1	1,200		1	2,900
	1	1,100		1	2,850
	1	600		1	2,800
	1	300		1	2,750
	2	250		1	2,675
Average salary.....		1,171		4	2,500
Assistants.....	1	1,600		5	2,400
	2	1,200		2	2,300
	2	1,000		4	2,200
	1	780		1	2,100
	2	600		5	2,000
Average salary.....		985		3	1,900
				1	1,800
				1	1,600

1 Part time.

2 Part salary, balance paid by Government.

TABLE 39.—*Number and yearly salaries of officers, professors, and instructors in certain State-aided universities and colleges—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Mechanical engineering—Con.			Geology:		
Professors.....	1	\$1,500	Professors.....	1	\$4,000
Average salary.....		2,589		2	3,500
Assistant professors.....	1	2,400		4	3,000
	1	2,250		2	2,750
	1	2,200		1	2,730
	1	2,198		1	2,700
	2	2,000		3	2,600
	1	1,950		3	2,500
	2	1,900		3	2,400
	5	1,800		3	2,300
	1	1,750		1	2,250
	2	1,700		1	2,200
	1	1,680		1	2,180
	3	1,600		1	2,160
	1	1,550		1	2,100
	6	1,500		4	2,000
	2	1,400		1	1,900
	5	1,300		3	1,800
	5	1,200		1	1,600
	1	1,000		1	1,500
	1	900		1	1,500
Average salary.....		1,599		1	1,000
Instructors.....	1	1,950	Average salary.....		2,322
	1	1,800	Assistant professors.....	1	2,500
	1	1,660		2	2,400
	1	1,600		2	2,100
	1	1,525		1	2,000
	7	1,500		1	1,900
	9	1,400		1	1,800
	1	1,375		1	1,700
	5	1,320		3	1,600
	5	1,300		6	1,500
	11	1,200		1	1,400
	8	1,100	Average salary.....		1,795
	4	1,050	Instructors.....	1	1,800
	13	1,000		3	1,500
	1	950		4	1,400
	3	900		4	1,300
	1	840		2	1,200
	2	800		2	1,100
	2	700		4	1,000
Average salary.....		1,199		1	800
Assistants.....	2	1,100		1	750
	1	1,020		2	500
	1	900	Average salary.....		1,169
	1	840	Assistants.....	1	1,100
	1	800		1	900
	3	750		2	600
	3	600		1	450
	3	200		3	400
Average salary.....		694		1	100
Engineering (miscellaneous):			Average salary.....		550
Professors.....	1	4,000	Metallurgy (or mineralogy):		
	1	3,300	Professors.....	3	3,000
	1	2,550		1	2,500
	1	2,500		1	2,400
	1	2,400		1	2,380
Average salary.....		2,958		1	2,300
Assistant professors.....	1	2,250		1	2,000
	1	2,000		1	1,850
	1	1,700		1	1,680
	1	1,600	Average salary.....		2,471
	1	1,500	Assistant professors.....	2	1,800
	1	1,400		1	1,600
Average salary.....		1,762		1	1,500
Instructors.....	1	1,800	Average salary.....		1,675
	1	1,700	Instructors.....	1	1,500
	1	1,600		1	1,200
	1	1,300		1	1,100
	1	1,200	Average salary.....		1,167
	1	1,100	Physics:		
	1	1,000	Professors.....	1	5,000
	1	900		2	4,000
	1	600		1	3,750
Average salary.....		1,244		1	3,500

1 Part time.

TABLE 39.—*Number and yearly salaries of officers, professors, and instructors in certain State-aided universities and colleges—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Physics—Continued.			Chemistry:		
Professors.....	1	\$3,300	Professors.....	2	\$5,000
	3	3,250		3	4,000
	7	3,000		2	3,750
	2	2,700		1	3,700
	3	2,600		1	3,550
	3	2,500		2	3,500
	3	2,400		1	3,300
	1	2,350		2	3,250
	4	2,300		1	3,200
	2	2,200		1	3,100
	1	2,198		12	3,000
	1	2,180		1	2,850
	2	2,100		3	2,800
	1	2,060		1	2,750
	13	2,000		5	2,700
	3	1,900		1	2,600
	4	1,800		16	2,500
	1	1,700		4	2,400
	2	1,600		1	2,380
	1	800		1	2,350
Average salary.....		2,435		5	2,300
Assistant professors.....	1	2,800		1	2,250
	1	2,750		2	2,200
	1	2,700		1	2,180
	3	2,500		6	2,100
	1	2,250		6	2,000
	1	2,200		1	1,950
	1	2,100		1	1,930
	2	2,000		4	1,900
	2	1,900		8	1,800
	2	1,870		1	1,700
	2	1,850		2	1,600
	2	1,800		1	1,500
	6	1,750		3	1,500
	1	1,700		1	1,400
	1	1,680		1	1,200
	3	1,600		2	1,000
	1	1,575	Average salary.....		2,501
	9	1,500	Assistant professors.....	1	2,500
	1	1,400		1	2,300
	3	1,300		6	2,000
	3	1,200		2	1,900
	1	1,188		1	1,898
Average salary.....	4	1,000		1	1,875
Instructors.....	1	1,704		1	1,860
	1	1,800		14	1,800
	1	1,700		3	1,750
	2	1,600		1	1,740
	1	1,500		5	1,700
	4	1,400		2	1,680
	1	1,360		11	1,600
	8	1,300		12	1,500
	5	1,200		1	1,467
	1	1,125		2	1,400
	4	1,100		1	1,350
	1	1,050		1	1,320
	15	1,000		1	1,300
	3	900		1	1,250
	2	800		3	1,200
	1	700		1	1,100
	1	500	Average salary.....		605
	1	300	Instructors.....	1	1,655
Average salary.....		1,146		1	1,650
Assistants.....	1	1,500		3	1,500
	2	950		6	1,400
	1	900		2	1,360
	1	800		1	1,320
	1	700		7	1,300
	3	600		1	1,250
	10	500		14	1,200
	3	450		1	1,160
	3	300		13	1,100
	1	200		1	1,020
	2	100		19	1,000
Average salary.....		545		7	900

1 Part time

TABLE 39.—*Number and yearly salaries of officers, professors, and instructors in certain State-aided universities and colleges—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Chemistry—Continued.			Biology:		
Instructor.....	1	\$875	Professors.....	1	\$4,000
	1	860		1	3,200
	7	800		1	3,100
	1	750		1	3,000
	4	600		1	2,900
	1	500		1	2,750
	1	400		1	2,700
	1	375		1	2,500
Average salary.....		1,075		1	2,400
Assistants.....	1	1,500		1	2,200
	1	1,200		1	2,180
	2	1,100		1	2,150
	2	1,000		1	2,125
	3	900		1	2,000
	2	840		1	1,800
	6	800		1	1,800
	1	775		1	1,600
	1	750		1	1,500
	1	700		1	1,400
	1	675	Average salary.....		2,395
	10	600	Assistant professors.....	1	2,200
	7	500		1	2,000
	4	450		1	1,900
	4	350		1	1,700
	15	300		1	1,667
	1	250		1	1,600
	15	100		1	1,579
Average salary.....		493		2	1,500
Agricultural chemistry:				4	1,400
Professors.....	1	3,500		1	1,325
	2	3,000		1	1,250
	1	2,800		1	885
	1	2,750	Average salary.....		1,536
	2	2,700	Instructors.....	1	1,600
	1	2,400		2	1,400
	1	2,200		3	1,300
	2	2,000		2	1,200
	1	1,466		1	1,150
Average salary.....		2,543		2	1,100
Assistant professors.....	1	2,400		1	1,050
	1	2,100		4	1,000
	1	2,000		1	900
	1	1,833		1	850
	3	1,800		1	750
	1	1,750		2	400
	3	1,600		1	380
	1	1,500	Average salary.....		1,067
	1	667	Assistants.....	2	1,000
Average salary.....		1,791		1	250
Instructors.....	1	1,600	Average salary.....		750
	2	1,500	Zoology:		
	2	1,400	Professors.....	1	5,000
	1	1,350		1	4,000
	2	1,000		1	3,600
	1	900		2	3,500
Average salary.....		1,294		6	3,000
Assistants.....	1	1,800		2	2,750
	1	1,500		1	2,700
	1	1,400		1	2,600
	1	1,200		2	2,400
	1	1,000		4	2,300
	1	900		5	2,100
	1	840		5	2,000
Average salary.....		1,234		3	1,900
Geography (or physiography or meteorology):				2	1,800
Professors.....	2	2,200		1	1,650
	1	2,000		2	1,500
Average salary.....		2,133		1	1,050
Assistant professors.....	1	2,500		1	700
	1	2,250	Average salary.....		2,405
Average salary.....		2,375	Assistant professors.....	1	3,000
Instructors.....	1	1,200		1	2,260
	1	880		4	2,000
Average salary.....		1,030		2	1,900
				2	1,800

¹ Part time.

TABLE 39.—*Number and yearly salaries of officers, professors, and instructors in certain State-aided universities and colleges—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Zoology—Continued.			Botany—Continued.		
Assistant professors.....	1	\$1,750	Professors.....	1	\$2,250
	1	1,650		1	2,160
	6	1,600		1	2,100
	1	1,550		4	2,000
	7	1,500		2	1,800
	2	1,400		1	1,650
	3	1,300		1	1,600
	2	1,200		1	1,400
	1	1,100		1	1,200
Average salary.....		1,644	Average salary.....		2,387
Instructors.....	3	1,500	Assistant professors.....	1	2,100
	2	1,300		1	2,000
	4	1,200		2	1,900
	3	1,100		1	1,860
	1	1,050		2	1,800
	3	1,000		2	1,750
	1	900		2	1,700
	1	800		1	1,625
	12	600		4	1,600
	1	500		3	1,500
	2	300		1	1,400
Average salary.....		1,050		1	1,350
Assistants.....	1	1,500	Average salary.....		1,320
	1	1,350	Instructors.....	2	1,649
	1	750		2	1,500
	2	600		1	1,400
	5	600		1	1,360
	2	400		1	1,300
	5	300		1	1,250
	1	150		6	1,200
Average salary.....		560		1	1,100
Entomology:				3	1,000
Professors.....	1	3,000		5	900
	1	2,900		1	600
	1	2,800	Average salary.....		1,135
	1	2,400	Assistants.....	1	1,100
	1	2,200		1	960
	2	2,160		2	900
	1	2,000		1	800
	1	1,700		1	700
	1	1,600		6	600
	1	1,300		1	500
	1	1,000		1	450
	1	800		1	300
Average salary.....		2,002		1	200
Assistant professors.....	1	3,000	Average salary.....		651
	1	2,500	Agriculture:		
	1	2,250	Deans.....	1	8,000
	1	2,000		2	6,000
	11	1,833		1	5,300
	3	1,800		1	4,800
	1	1,700		1	4,000
	1	1,660		1	3,500
	1	1,600		1	3,300
Average salary.....		2,011		1	3,200
Instructors.....	1	1,500		3	3,000
	1	1,400		1	2,800
	3	1,200		2	2,600
	1	1,060		1	2,500
	1	1,000		1	2,400
	1	600		1	2,280
Average salary.....		1,145		1	2,200
Assistants.....	1	1,200		1	2,000
	1	600		1	1,020
Average salary.....		900	Average salary.....		3,500
Botany:			Professors.....	1	3,200
Professors.....	1	5,600		6	3,000
	1	3,500		1	2,800
	1	3,200		2	2,700
	3	3,000		1	2,667
	1	2,700		1	2,500
	1	2,600		2	2,400
	3	2,500		1	2,375
	3	2,400		1	2,300
	1	2,300		1	2,150
	1	2,280		4	2,000

¹ Part time.

TABLE 39.—*Number and yearly salaries of officers, professors, and instructors in certain State-aided universities and colleges—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Agriculture—Continued.			Animal husbandry—Contd.		
Professors.....	2	\$1,800	Professors.....	1	\$2,180
Average salary.....	1	1,500		1	2,150
Assistant professors.....	1	2,586		3	2,100
	1	2,500		7	2,000
	1	2,400		4	1,800
	1	2,300	Average salary.....		2,530
	3	2,000	Assistant professors.....	1	2,730
	1	1,800		2	2,500
	1	1,750		4	2,400
	1	1,680		1	2,300
	2	1,600		1	2,100
	1	1,500		2	2,000
	1	1,400		1	1,920
	1	1,250		2	1,800
Average salary.....		1,840		1	1,700
Instructors.....	1	1,500		1	1,620
	1	1,400		5	1,600
	4	1,200		9	1,500
	2	1,100		1	1,350
	1	1,000		1	600
	1	900		2	200
	1	750	Average salary.....		1,839
	1	700	Instructors.....	1	2,000
	1	600		1	1,850
	1	150		1	1,730
Average salary.....		1,019		2	1,600
Assistants.....	5	1,000		9	1,500
	1	900		1	1,300
	1	840		6	1,200
	1	600		1	1,160
	2	500		1	1,050
Average salary.....		834		4	1,000
Soils:				1	800
Professors.....	3	3,500	Average salary.....		1,350
	2	3,000	Assistants.....	1	2,500
	1	2,700		1	2,000
	1	2,000		2	1,200
	1	1,750		2	1,100
	1	400		5	1,000
Average salary.....		2,431		1	600
Assistant professors.....	1	2,500		1	500
	1	2,300	Average salary.....		1,169
	1	2,200	Dairy husbandry:		
	1	2,100	Professors.....	1	5,000
	1	2,000		1	3,500
	1	1,838		2	3,000
	8	1,800		1	2,900
	1	1,700		2	2,500
	2	1,600		2	2,400
	2	1,500		1	2,300
Average salary.....		1,855		1	2,290
Instructors.....	1	1,600		1	2,200
	2	1,500		1	2,000
	1	1,400		1	1,700
	1	1,300		2	1,600
	5	1,200		1	1,000
	1	600	Average salary.....		800
Average salary.....		1,246	Assistant professors.....	1	2,371
Assistants.....	1	1,200		1	2,500
	1	1,000		1	2,350
	6	840		1	2,250
Average salary.....		905		2	2,100
Animal husbandry:				4	2,000
Professors.....	1	5,300		1	1,800
	1	4,200		3	1,800
	1	4,000		3	1,700
	1	3,500		1	1,500
	1	3,350		1	1,400
	3	3,000	Average salary.....		1,620
	1	2,750	Instructors.....	1	3,500
	2	2,500		1	1,800
	1	2,400		2	1,600
	1	2,300		4	1,500
	1	2,250		3	1,400
	2	2,200		5	1,200
				1	1,100

* Part time.

* Part salary, balance paid by experimental station.

TABLE 39.—*Number and yearly salaries of officers, professors, and instructors in certain State-aided universities and colleges—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Dairy husbandry—Contd.			Horticulture—Continued.		
Instructors	2	\$1,000	Professors	1	\$2,500
	1	900		1	2,400
	1	750		1	2,300
Average salary		1,402		3	2,200
Assistants	1	2,500		1	2,100
	2	2,400		7	2,000
	1	1,600		2	1,800
	1	1,520		2	1,600
	1	1,400		1	1,200
	3	1,100		1	1,600
	2	1,000	Average salary		2,704
	3	900	Assistant professors	3	3,000
	2	720		1	2,500
	2	300		1	2,400
	1	200		1	2,300
Average salary		1,141		1	2,250
Poultry husbandry:				3	2,100
Foreman	1	2,300		2	2,000
	1	900		1	1,800
Average salary		1,600		12	1,800
Professors	1	2,500		2	1,750
	1	2,400		1	1,700
	1	1,800		2	1,500
	1	1,000		2	1,350
Average salary		1,925		1	1,300
Assistant professors	1	2,550	Average salary		1,952
	1	2,300	Instructors	1	1,800
	1	1,920		3	1,500
	1	1,800		4	1,400
	1	1,600		1	1,360
	2	1,400		1	1,320
Average salary		1,853		1	1,250
Instructors	1	1,600		6	1,200
	1	1,500		1	1,100
	2	1,100		4	1,000
	1	1,080		1	900
	2	1,000		2	840
	1	750		1	800
	1	150		1	600
Average salary		1,031	Average salary		1,207
Assistants	2	1,200	Assistants	1	1,500
	1	900		1	1,320
Average salary		700		3	1,200
Plant pathology:				3	1,000
Professors	1	3,500		1	840
	1	2,800		1	720
	2	2,750		2	500
	1	2,000		1	450
	1	1,700		1	300
	1	900	Average salary		918
	1	750	Forestry:		
Average salary		2,144	Professors	1	4,000
Assistant professors or In-				1	2,600
structors	1	2,400		5	2,500
	1	1,800		1	2,300
	1	1,400		3	2,200
	1	1,300		1	2,100
Average salary		1,725		1	2,000
Assistants	1	1,300		1	300
	1	1,200	Average salary		2,314
	1	1,000	Assistant professors	2	2,250
	1	400		1	2,100
Average salary		975		2	2,000
Horticulture:				1	1,700
Professors	1	5,400		1	1,500
	1	5,000		1	1,400
	2	4,000	Average salary		1,900
	2	3,600	Instructors	1	1,650
	2	3,500		1	1,500
	1	3,300		1	1,400
	1	3,200		1	1,320
	1	3,050		1	1,200
	3	3,000		1	450
	1	2,900	Average salary		1,283
	1	2,750	Assistants	1	250
	1	2,600		1	150
			Average salary		200

¹ Part salary, balance paid by experimental station.

TABLE 39.—*Number and yearly salaries of officers, professors, and instructors in certain State-aided universities and colleges—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Agronomy:			Manual training—Continued.		
Professors.....	2	\$5,000	Instructors.....	1	\$1,500
	1	3,700		1	1,300
	1	3,000		1	1,200
	1	2,800		1	1,000
	1	2,750		1	500
	1	2,700	Average salary.....		1,100
	2	2,500	Shop work:		
	2	2,400	Professors.....	1	2,200
	1	2,300	Superintendents or fore- men.....	1	1,800
	1	2,280		1	1,400
	2	2,250		1	1,300
	1	2,200		1	1,200
	1	2,160	Average salary.....		1,425
	1	2,150	Instructors.....	1	1,600
	4	2,100		1	1,500
	4	2,000		4	1,400
	2	1,800		4	1,300
Average salary.....		2,512		1	1,210
Assistant professors.....	1	2,250		4	1,200
	2	2,200		1	1,000
	2	2,100		4	900
	3	2,000		1	800
	1	1,900	Average salary.....		1,185
	1	1,800	Forging and foundry:		
	2	1,700	Assistant professors or in- structors.....	1	1,600
	1	1,680		1	1,500
	2	1,500		1	1,400
	1	1,400		1	1,350
	1	1,200		1	1,300
Average salary.....		1,837		5	1,200
Instructors.....	4	1,500		1	1,000
	1	1,400		3	900
	1	1,360	Average salary.....		1,132
	1	1,300	Woodwork:		
	7	1,200	Superintendents.....	1	1,700
	1	1,100	Assistant professors.....	1	1,600
	4	1,000		1	1,400
	2	900	Average salary.....		1,670
	1	800	Instructors.....	1	2,000
Average salary.....		1,189		2	1,500
Assistants.....	2	1,600		1	1,400
	2	1,400		1	1,300
	1	1,200		3	1,100
	2	1,000		1	1,000
	1	900	Average salary.....		1,247
Average salary.....		1,188	Assistants.....	1	720
Agriculture (miscellaneous):				1	500
Professors.....	1	3,200	Average salary.....		610
	1	3,000	Home economics:¹		
	1	2,800	Professors.....	1	3,000
	1	2,500		1	2,850
	1	2,100		1	2,800
	1	1,800		1	2,500
Average salary.....		2,587		1	2,300
Assistant professors.....	1	2,500		1	2,200
	2	2,100		1	2,100
	2	1,800		1	2,000
	3	1,600		1	1,900
	1	1,400		5	1,800
Average salary.....		1,900		1	1,700
Instructors.....	1	1,500		3	1,600
	5	1,400		1	1,500
	3	1,200		1	1,400
	1	1,100		1	1,200
Average salary.....		1,320		1	1,100
Manual training:				1	1,000
Professors.....	1	3,500	Average salary.....		1,885
Assistant professors.....	1	2,100			
	1	1,800			
	2	1,600			
	1	1,550			
	3	1,500			
Average salary.....		1,644			

¹ Including domestic science, household science, domestic art, home construction, foods and cookery, and nutrition.

TABLE 39.—*Number and yearly salaries of officers, professors, and instructors in certain State-aided universities and colleges—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Home economics—Continued.			Textiles:		
Assistant professors.....	1	\$2,250	Professors, assistant pro- fessors, or instructors...	1	\$2,200
	2	2,000		1	1,800
	4	1,800		1	1,600
	2	1,700		1	1,600
	1	1,680		2	1,200
	3	1,600	Average salary.....		1,492
	4	1,500	Ceramics and ceramic engi- neering:		
	3	1,400	Professors.....	1	3,250
	1	1,300		2	3,000
	1	1,200		1	2,200
	1	1,100	Average salary.....		2,893
Average salary.....		1,614	Instructors or assistants...	1	1,500
Instructors.....	1	1,800		1	1,200
	4	1,500		1	1,050
	4	1,400		1	1,000
	1	1,320	Average salary.....		1,110
	3	1,300	Music:		
	26	1,200	Directors or deans.....	1	3,000
	4	1,100		1	2,700
	11	1,050		1	2,500
	2	900		1	2,250
	1	850		1	1,800
	4	800		1	1,600
	1	500		1	1,500
Average salary.....		1,153		1	1,300
Commerce: ¹				1	750
Professors.....	1	4,500	Average salary.....		2,038
	1	4,000	Professors.....	1	3,500
	4	3,500		1	3,250
	3	3,000		2	3,000
	1	2,500		2	2,250
	1	2,400		1	2,100
	2	1,900		2	2,000
	1	1,650		2	1,800
	1	1,400		1	1,500
Average salary.....		2,883		3	1,400
Assistant professors.....	1	3,000		1	1,200
	1	2,800	Average salary.....		2,107
	2	2,500	Assistant professors.....	1	3,250
	1	1,800		1	2,400
Average salary.....		2,520		1	2,300
Instructors.....	1	1,800		1	2,200
	1	1,400		2	2,000
	1	1,200		1	1,800
	2	1,100		2	1,600
	1	1,000		2	1,200
	1	800	Average salary.....		1,959
	1	700	Instructors.....	3	1,800
	1	60		3	1,700
Average salary.....		1,011		1	1,600
Accounting:				7	1,500
Professors.....	1	1,800		2	1,300
	1	1,300		1	1,250
Average salary.....		1,550		4	1,200
Assistant professors.....	1	1,600		3	1,050
	1	1,400		11	1,000
Average salary.....		1,500		3	900
Instructors or assistants...	1	1,400		2	880
	1	1,000		4	800
	1	800		2	700
	1	750		1	675
Average salary.....		989		1	600
Shorthand and typewriting:				4	600
Assistant professors, in- structors, or assistants...	2	1,400		1	400
	2	1,200		3	400
	1	950		2	300
	1	900		1	200
	1	450		1	160
Average salary.....		1,017	Average salary.....		1,053

¹ Including commercial science, and business administration.² Per month.³ Part salary, balance paid by fees.⁴ Part time.

TABLE 39.—*Number and yearly salaries of officers, professors, and instructors in certain State-aided universities and colleges—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Musio—Continued.			Drawing—Continued.		
Assistants.....	1	\$720	Assistant professor.....	1	\$1,300
	2	600		1	1,200
	1	540	Average salary.....		1,712
	1	500	Instructors.....	1	1,600
	1	400		3	1,500
	1	300		7	1,400
Average salary.....		523		1	1,320
Art:				3	1,300
Professors.....	1	4,000		1	1,225
	1	2,500		6	1,200
	1	2,400		1	1,160
	1	2,200		1	1,150
	1	2,100		3	1,100
	1	2,000		5	1,000
	1	1,800		2	950
	1	1,600		3	900
	1	1,400		2	800
	2	1,200		1	750
	1	600		1	300
Average salary.....		1,875	Average salary.....		1,168
Assistant professors.....	1	2,250	Assistants.....	1	800
	2	1,800		1	750
	1	1,300		1	675
Average salary.....		1,538		2	400
Instructors.....	1	1,650		2	100
	2	1,500	Average salary.....		466
	1	1,320	Law:		
	2	1,300	Deans.....	2	4,000
	3	1,200		2	3,750
	1	1,150		4	3,000
	2	1,000		1	2,800
	1	500		1	2,650
Average salary.....		277		2	2,000
Architecture:				1	1,000
Professors.....	2	5,000	Average salary.....		2,919
	5	3,500	Professors.....	2	5,000
	1	3,800		1	4,800
	2	2,600		1	4,500
	1	2,400		10	4,000
	2	2,000		12	3,500
	1	1,250		3	3,300
Average salary.....		3,246		3	3,250
Assistant professors.....	1	3,000		1	3,200
	2	2,000		11	3,000
	1	1,650		1	2,900
	2	1,600		3	2,800
	1	1,300		1	2,700
Average salary.....		1,879		1	2,698
Instructors.....	1	1,800		1	2,600
	3	1,600		7	2,500
	3	1,500		5	2,400
	1	1,400		2	2,300
	3	1,200		1	2,200
	2	1,000		2	2,100
	1	800		7	2,000
	1	600		1	1,950
Average salary.....		1,300		1	1,900
Drawing: 2				4	1,800
Professors.....	2	3,000		1	1,500
	1	2,700		1	1,500
	1	2,300		1	1,400
	1	2,200		1	1,000
	1	2,060		2	800
	2	2,000		1	550
Average salary.....		2,286	Average salary.....		2,918
Assistant professors.....	1	2,200	Assistant professors.....	1	2,400
	2	2,000		2	2,100
	2	1,900		3	2,000
	1	1,850		1	1,800
	3	1,800		1	1,680
	2	1,700		1	1,600
	1	1,660		1	1,500
	1	1,575		1	1,100
	2	1,500		1	1,000
			Average salary.....		900
					1,668

¹ Part time.² Including freehand drawing, architectural drawing, mechanical drawing, and engineering drawing.

TABLE 39.—*Number and yearly salaries of officers, professors, and instructors in certain State-aided universities and colleges—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Law—Continued.			Medicine—Continued.		
Instructors.....	1	\$1,800	Assistants.....	2	\$1,200
	1	1,000		5	900
	1	900		3	766
	1	458		1	720
	1	375		1	600
	2	262		1	475
	2	229	Average salary.....		846
Average salary.....		1,400			
Lecturers.....	2	2,000	Anatomy:		
	1	750	Professors.....	1	4,600
	3	500		1	4,100
	1	300		1	3,550
	4	250		1	3,500
	1	180		2	3,000
	1	150		1	2,800
	1	125		1	2,750
	3	100		2	2,700
Average salary.....		415		1	2,250
Journalism:²				1	2,200
Professors or directors.....	1	3,300		1	2,000
	1	3,000		1	1,900
	1	2,700		1	1,800
	1	2,500		1	1,700
	1	2,400		1	1,600
	1	2,200	Average salary.....		2,715
	1	1,900	Assistant professors.....	1	2,500
	1	1,800		1	2,200
Average salary.....		2,450		2	2,000
Assistant professors.....	1	2,650		1	1,800
	1	2,400		2	1,700
	1	2,100		1	1,600
	1	1,920		1	1,400
	1	1,350	Average salary.....		1,878
Average salary.....		2,064	Instructors.....	1	1,800
Instructors.....	1	1,300		1	1,500
	1	1,200		1	1,350
	1	1,000		1	1,300
	1	450		2	1,200
Average salary.....		1,167		3	1,000
Medicine:³				1	800
Deans.....	1	4,500		1	600
	1	2,400		1	600
	1	2,250		1	500
	1	2,100		1	500
	1	1,000		1	250
Average salary.....		2,450	Average salary.....		1,037
Professors.....	1	4,500	Assistants.....	1	1,700
	1	3,750		1	1,200
	1	3,500		1	900
	1	3,300		1	500
	2	3,000		1	200
	1	2,700	Average salary.....		1,075
	2	2,500			
	2	2,400	Physiology:		
	1	2,000	Professors.....	1	4,000
	3	1,500		2	3,500
	1	1,200		1	3,100
	1	950		1	3,000
	1	800		1	2,700
Average salary.....		2,389		1	2,400
Assistant professors.....	1	2,750		1	2,250
	1	2,500		1	2,000
	1	2,000		1	1,950
	1	230		1	1,800
Average salary.....		1,670		1	1,700
Instructors.....	1	1,400		1	500
	1	1,100		1	250
	2	1,000	Average salary.....		2,718
	1	900	Assistant professors.....	1	3,000
	1	800		1	2,500
	1	500		1	2,250
	1	230		1	2,000
Average salary.....		866		2	1,800
			Average salary.....		2,225

¹ Part time.² Including agricultural journalism and theory and practice of journalism.³ Including internal medicine, clinical medicine, comparative medicine, preventive and experimental medicine, therapeutics, practice of medicine, principles of medicine, theory and practice of medicine, and materia medica.

TABLE 39.—*Number and yearly salaries of officers, professors, and instructors in certain State-aided universities and colleges—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Physiology—Continued.			Diseases of the eye, ear, nose and throat:		
Instructors.....	1	\$1,500	Professors.....	2	\$2,000
	3	1,200		1	1,100
	1	1,000		1	1,000
Average salary.....		1,220		1	850
Assistants.....	1	840		1	500
	3	600		2	250
	11	300		1	75
Average salary.....		660	Average salary.....		892
Pathology:			Assistant professors or in-		
Professors.....	1	4,500	structors.....	1	1,200
	2	4,000		1	1,000
	1	3,750		1	900
	1	3,000		1	115
	1	2,700	Average salary.....		804
	1	2,600	Bacteriology: ¹		
	1	2,200	Professors.....	1	4,000
	1	1,900		1	3,250
	1	1,300		1	3,100
Average salary.....		2,995		2	3,000
Assistant professors.....	1	3,000		1	2,750
	1	2,400		1	2,700
	1	2,000		1	2,698
	1	1,920		1	2,600
	1	1,900		1	2,500
	11	750		2	2,400
Average salary.....		2,214		1	2,100
Instructors.....	1	1,800		4	2,000
	2	1,200		1	1,800
Average salary.....		1,400		1	1,700
Assistants.....	2	900		1	1,600
	1	660		1	1,500
	1	600		11	950
	1	500	Average salary.....		2,433
	1	250	Assistant professors.....	1	2,500
Average salary.....		635		1	2,100
Surgery:				1	2,000
Professors.....	1	3,500		1	1,800
	2	3,000		2	1,600
	1	2,000		1	1,200
	1	1,700	Average salary.....		1,829
	3	1,500	Instructors.....	1	1,700
	1	1,000		1	1,300
	1	75		1	1,200
Average salary.....		1,878		1	1,100
Assistant professors.....	1	1,390		3	1,000
	2	500		2	900
	1	400		3	800
	1	100		11	622
Average salary.....		578		1	600
Instructors or assistants...	1	600	Average salary.....		1,042
	1	300	Assistants.....	1	1,400
	2	250		1	1,200
	2	200		1	1,080
	1	150		1	850
	3	115		1	600
Average salary.....		230		1	500
Obstetrics and gynecology:				1	300
Professors.....	1	5,000		1	275
	1	3,000		1	150
	1	2,800		1	120
	1	2,000		2	100
	1	1,600		1	80
	1	1,500	Average salary.....		520
	1	1,200	Hygiene:		
	1	1,000	Professors.....	1	4,500
Average salary.....		2,263		1	4,000
Assistant professors or in-				1	2,800
structors.....	2	1,200		1	500
	1	1,100	Average salary.....		2,950
	1	1,000	Assistant professors or as-		
	1	900	stants.....	1	2,000
	1	800		1	1,400
	2	250		4	1,200
	1	150		2	600
Average salary.....		706	Average salary.....		1,175

¹ Part time.² Including histology, parasitology, and microbiology.

TABLE 39.—*Number and yearly salaries of officers, professors, and instructors in certain State-aided universities and colleges—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Medical (miscellaneous):			Veterinary science—Contd.		
Professors.....	2	\$4,000	Professors.....	1	\$3,083
	1	2,500		3	2,000
	1	2,000		2	1,800
	1	1,200		2	1,700
	1	500		1	1,200
	1	125	Average salary.....	2	2,332
	3	75	Assistant professors.....	1	2,500
	1	50		1	2,400
Average salary.....		1,325		1	2,250
Assistant professors.....	1	2,000		2	2,100
	1	1,800		2	2,000
	1	1,350		2	1,800
	1	1,300		2	1,600
	1	500		2	1,500
Average salary.....		1,390		1	1,400
Instructors.....	1	430		1	1,200
	1	250	Average salary.....	2	1,350
	1	200	Instructors.....	2	1,800
	1	75		3	1,500
Average salary.....		239		1	1,200
Dentistry:¹				1	1,000
Professors.....	2	3,500	Average salary.....		1,400
	2	3,000			
	1	2,500	Physical training:		
	1	2,200	Directors.....	1	4,000
	2	2,000		1	3,000
	2	1,200		1	2,500
	1	1,000		3	2,000
	4	500		3	1,800
Average salary.....		1,807		3	1,600
Assistant professors or in-				4	1,500
structors.....	1	2,000		1	1,300
	1	1,800		5	1,200
	1	1,600		1	1,000
	1	1,400		1	750
	1	1,200	Average salary.....	1	300
	1	150			1,642
	6	100	Professors.....	1	3,600
Average salary.....		729		2	3,000
Pharmacy:				1	2,750
Professors.....	2	3,500		1	2,500
	1	3,000		1	2,300
	1	2,650		3	2,200
	1	2,600		1	2,125
	1	2,100		1	2,100
	5	2,000		2	2,000
	4	1,900	Average salary.....	4	1,800
	2	1,800			2,304
	2	1,500	Assistant professors.....	1	3,000
Average salary.....		2,187		1	2,750
Assistant professors.....	3	1,800		1	2,500
	1	1,500		1	2,200
	1	1,300		2	2,000
	1	1,200		2	1,800
Average salary.....		1,567		1	1,700
Instructors.....	1	1,500		1	1,600
	1	1,400		1	1,506
	1	1,300	Average salary.....	1	1,400
	1	1,200			1,990
	1	1,100	Instructors.....	1	2,500
	4	1,000		1	2,200
	1	300		1	2,100
Average salary.....		1,167		2	1,800
Veterinary science:²				1	1,700
Professors.....	1	3,300		2	1,600
	1	3,200		6	1,500
	3	3,000		2	1,300
	1	2,750		10	1,200
	1	2,700		1	1,150
	1	2,550		3	1,100
	3	2,500		6	1,000
	1	2,160		1	950
	2	2,100		2	900
				2	850

¹ Including clinical dentistry, prosthetic dentistry, operative dentistry, prosthetic technic, dental pathology, dental therapeutics, crown and bridge work, and orthodontia.² Part time.³ Including veterinary medicine, veterinary anatomy, veterinary surgery, and veterinary pathology.

TABLE 39.—*Number and yearly salaries of officers, professors, and instructors in certain State-aided universities and colleges—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Physical training—Contd.			Military science—Continued.		
Instructors.....	3	\$800	Professors.....	1	\$540
	1	650		2	300
	2	600		2	480
	1	241		1	450
	1	100		2	300
Average salary.....		1,173		1	250
Assistants.....	1	1,400	Average salary.....		660
	2	1,000	University extension:		
	1	840	Directors.....	1	4,500
	1	800		1	3,800
	1	650		1	3,000
	1	500		1	2,500
	1	480		1	2,200
	1	450		1	2,100
	1	400		2	2,000
	1	350		1	1,500
	1	300	Average salary.....		2,623
	2	200	Professors or assistant		
	1	120	professors.....	1	2,600
Average salary.....		617		2	2,000
Military science:				1	1,800
Professors.....	1	1,400		1	1,600
	1	1,000	Average salary.....		2,000
	3	900	Instructors or assistants..	1	1,800
	3	800		1	1,500
	1	720		1	900
	1	700		1	750
	3	600	Average salary.....		600
					1,200

1 Part time.

TABLE 40.—*Number and yearly salaries of officers, professors, and instructors in certain universities and colleges having more than \$1,000,000 of endowment fund (not State-aided).*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Presidents.....	1	\$12,000	Latin—Continued.		
	2	10,400	Instructors.....	7	\$1,200
	2	10,000		1	1,100
	1	8,400		2	1,000
	1	8,000		1	800
	2	7,500	Average salary.....		1,235
	1	7,000	Greek:		
	2	6,400	Professors.....	1	6,500
	2	6,000		1	6,000
	2	5,000		1	5,000
	2	4,400		2	4,000
Average salary.....		7,489		3	3,500
Vice presidents.....	1	6,000		1	3,200
	1	2,200		1	3,100
Average salary.....		4,100		3	3,000
Deans.....	1	3,780		2	2,500
	2	3,500		1	2,200
	1	3,000		1	2,000
	1	2,750		2	1,900
	1	2,600		3	1,800
	1	2,500	Average salary.....		3,168
	1	2,200	Assistant professors.....	2	3,000
	2	2,000		1	2,700
	1	1,500		1	2,500
	1	1,200		1	2,400
Average salary.....		2,666		4	2,000
Ancient languages:				2	1,500
Professors.....	1	5,500	Average salary.....		2,241
	2	5,000	Instructors.....	1	1,400
	3	4,500		1	1,300
	1	4,000		1	1,100
	1	3,375		1	900
	1	3,300	Average salary.....		1,175
	1	2,500	Modern languages:		
	1	1,700	Professors.....	1	5,500
Average salary.....		4,000		2	4,000
Assistant professors.....	1	3,000		5	3,500
	1	2,500		1	3,250
	1	2,250		2	3,000
	1	2,200		1	2,700
	1	1,500		4	2,500
Average salary.....		2,280		1	2,200
Instructors.....	1	1,800		1	2,100
	1	1,350		2	2,000
	1	1,300		1	1,800
	1	1,250	Average salary.....		3,002
	2	1,200	Assistant professors.....	1	3,000
	3	1,000		1	2,700
Average salary.....		1,233		1	2,500
Latin:				5	2,000
Professors.....	1	7,000		1	1,900
	2	4,500		2	1,800
	2	4,000		1	1,700
	2	3,500		3	1,600
	1	3,250		1	1,500
	2	3,200	Average salary.....		2,000
	5	3,000	Instructors.....	1	1,800
	1	2,750		3	1,600
	2	2,500		2	1,500
	1	2,400		2	1,400
	1	2,200		4	1,200
	2	2,000		5	1,000
	1	1,900		1	1,100
	2	1,800		1	980
Average salary.....		3,100		1	900
Assistant professors.....	1	4,000		1	800
	1	2,300		2	600
	1	2,150		1	500
	1	2,000	Average salary.....		1,182
	2	1,800	German:		
	1	1,500	Professors.....	3	5,500
	1	1,200		2	5,000
Average salary.....		2,094		4	4,000
Instructors.....	1	1,800		2	3,750
	1	1,688		3	3,500
	1	1,500		1	3,300

1 Part time.

TABLE 40.—*Number and yearly salaries of officers, professors, and instructors in certain universities and colleges having more than \$1,000,000 of endowment fund (not State-aided)*—Continued.

Subject and title.	Num- ber.	Salary.	Subject and title.	Num- ber.	Salary.
German—Continued.			French—Continued.		
Professors.....	4	\$3,000	Instructors.....	2	\$1,500
	1	2,800		3	1,400
	1	2,750		1	1,300
	1 ¹	2,500		7	1,300
	5	2,500		2	1,150
	1	2,400		1	1,100
	1	2,250		7	1,000
	1	2,000		1	983
	1	1,900		2	900
	2	1,500		1	875
Average salary.....		3,294		1	840
Assistant professors.....	3	3,000		2	780
	2	2,500		1	400
	2	2,300	Average salary.....		1,150
	2	2,200	Semitic languages:		
	2	2,100	Professors.....	1	5,000
	4	2,000		1	4,500
	1	1,800		2	4,000
	1	1,700		1	3,600
	4	1,600		1	3,500
	5	1,500		2	3,000
	1	1,350		1	2,700
	2	1,300		3	2,500
	2	1,200		1	2,000
	1	1,000		1	1,250
Average salary.....		1,873	Average salary.....		3,146
Instructors.....	1	1,800	Assistant professors.....	1	2,500
	1	1,700		2	2,000
	2	1,600		1	1,800
	1	1,500		1	1,000
	5	1,400		2	500
	1	1,350	Average salary.....		1,471
	2	1,300	Instructors or assistants...	1	1,600
	1	1,275		2	1,500
	8	1,200		1	1,200
	4	1,100	Average salary.....		1,450
	9	1,000	Spanish and Italian:		
	1	900	Assistant professors.....	1	1,700
	1	850		1	800
	1 ¹	500	Average salary.....		1,250
	1 ¹	400	Instructors or assistants...	1	1,200
	1	500		1	840
	1	250		1	600
Average salary.....		1,178	Average salary.....		880
Assistants.....	1	700	English:		
	1	600	Professors.....	4	5,800
	2	500		3	5,000
	1	300		3	4,500
	1	250		7	4,000
Average salary.....		475		7	3,500
French:				1	3,375
Professors.....	2	5,500		1	3,280
	1	4,500		2	3,200
	2	4,000		7	3,000
	1	3,200		1	2,780
	2	3,000		4	2,500
	3	2,500		2	2,200
	1	2,400		6	2,000
	2	1,800		2	1,900
	1	1,500		1	1,850
Average salary.....		3,180		3	1,800
Assistant professors.....	1	3,500		1	1,500
	1	3,000	Average salary.....		3,250
	1	2,500	Assistant professors.....	1	3,500
	1	2,200		1	3,000
	2	2,000		8	2,500
	1	1,800		1	2,400
	1	1,600		1	2,200
	2	1,500		1	2,100
	1	100		12	2,000
Average salary.....		1,973		5	1,800
Instructors.....	1	2,000		1	1,700
	1	1,800		1	1,650
	1	1,600		3	1,600

¹ Part time.

TABLE 40.—*Number and yearly salaries of officers, professors, and instructors in certain universities and colleges having more than \$1,000,000 of endowment fund (not State-aided)*—Continued.

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
English—Continued.			History—Continued.		
Assistant professors.....	10	\$1,500	Assistant professors.....	1	\$3,800
	1	1,400		1	3,000
	1	1,200		2	2,750
	1	600		5	2,500
Average salary.....		1,956		2	2,500
Instructors.....	1	2,300		7	2,000
	1	1,900		1	1,800
	2	1,800		1	1,800
	2	1,700		3	1,700
	3	1,600		3	1,500
	6	1,500		2	1,400
	5	1,400	Average salary.....		2,114
	2	1,300	Instructors.....	1	2,000
	20	1,200		3	1,800
	1	1,190		1	1,700
	10	1,100		2	1,600
	20	1,000		3	1,500
	2	900		1	1,400
	6	800		1	1,300
	1	700		1	1,250
	1	670		4	1,200
	1	400		1	1,100
	2	350		1	1,000
	1	300		1	600
	1	250		1	600
Average salary.....		1,130	Average salary.....		1,413
Public speaking:			Assistants.....	1	800
Professors.....	1	2,500		1	600
	1	1,800		3	500
	1	1,500		2	350
	1	1,000		4	250
Average salary.....		1,933		1	100
Assistant professors.....	1	3,400	Average salary.....		392
	1	3,000	Economics:		
	2	2,000	Professors.....	1	\$5,500
Average salary.....		2,580		2	5,000
Instructors or assistants...	1	1,800		1	4,500
	1	900		3	4,000
	1	850		1	3,600
	1	800		2	3,500
	1	800		1	3,250
	1	800		2	3,000
Average salary.....		963		1	2,900
Oratory:				1	2,800
Professors or assistant				1	2,500
professors.....	1	2,200		1	2,400
	1	2,000		1	2,150
	1	1,900		2	2,000
	1	1,800		1	1,500
	1	1,500	Average salary.....		3,430
Average salary.....		1,880	Assistant professors.....	1	2,500
Instructors or assistants...	2	1,200		1	2,200
	2	1,000		1	2,100
	1	800		3	2,000
Average salary.....		1,040		1	2,000
History:				2	1,800
Professors.....	1	6,500		2	1,700
	3	5,000		1	1,600
	1	4,500		1	1,500
	1	4,125		1	1,400
	7	4,000		1	1,100
	5	3,500		1	1,000
	1	3,375		1	600
	2	3,250		1	300
	1	3,200	Average salary.....		1,767
	9	3,000	Instructors.....	1	1,800
	1	2,800		1	1,750
	8	2,500		1	1,670
	1	2,200		1	1,500
	1	2,100		1	1,300
	4	2,000		2	1,200
	1	1,800		5	1,000
	2	1,800		1	800
	1	1,500		1	800
Average salary.....		3,157	Average salary.....		1,690

1 Part time.

TABLE 40.—*Number and yearly salaries of officers, professors, and instructors in certain universities and colleges having more than \$1,000,000 of endowment fund (not State-aided)*—Continued.

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Political economy:			Philosophy (or ethics)—Con.		
Professors.....	1	\$7,000	Professors.....	1	\$3,300
	1	4,100		2	3,000
	1	3,000		2	2,800
	1	2,500		1	2,750
Average salary.....		4,150		1	2,700
Assistant professors or				2	2,500
instructors.....	1	3,000		2	2,300
	2	2,500		1	2,100
	1	1,600		2	1,900
Average salary.....		2,400		1	1,800
Political science:				1	1,500
Professors.....	1	5,500		1	1,400
	4	4,000		1	400
	2	3,750	Average salary.....		3,305
	1	3,500	Assistant professors.....	2	3,000
	2	3,000		2	2,500
	1	2,500		1	2,300
	1	2,200		3	2,000
	1	2,200		1	2,000
	1	2,000		1	1,800
	1	2,000		2	1,600
	1	1,800		1	1,500
Average salary.....		3,327		1	1,250
Assistant professors or			Average salary.....		2,129
instructors.....	1	1,800	Instructors.....	1	1,300
	2	1,500		2	1,200
	2	1,300		1	1,100
	4	1,000		1	1,000
	1	500		1	900
	2	250	Average salary.....		1,117
Average salary.....		1,092	Psychology:		
Assistants.....	2	500	Professors.....	1	7,000
	2	150		1	4,500
Average salary.....		325		1	4,000
Sociology:				1	3,750
Professors.....	1	7,000		1	3,700
	1	4,000		1	3,500
	1	3,500		1	3,000
	1	2,500		1	3,000
	1	2,500		1	2,750
	1	1,750		5	2,500
	1	1,700		1	2,200
Average salary.....		3,740		1	2,100
Assistant professors.....	1	2,750		1	1,000
	2	2,500	Average salary.....		3,125
	3	2,000	Assistant professors.....	1	2,750
	1	1,800		1	2,500
Average salary.....		2,221		2	2,300
Instructors or assistants..	3	1,500		2	2,000
	2	1,200		1	1,700
	1	1,100		1	1,200
Average salary.....		1,333	Average salary.....		2,121
Anthropology and archaeol- ogy:			Instructors or assistants..	2	1,600
Professors.....	1	3,000		1	1,300
	1	2,700		1	1,000
	1	2,500		1	800
Average salary.....		2,733		1	500
Assistant professors or				1	400
instructors.....	1	2,500		1	250
	1	2,000	Average salary.....		919
	1	1,800	Education (or pedagogy):		
	1	1,500	Professors.....	1	6,000
	1	1,200		3	5,000
	1	625		2	4,000
Average salary.....		1,875		1	3,500
Philosophy (or ethics):				4	3,000
Professors.....	1	6,500		1	2,200
	2	5,500		1	2,000
	2	5,000		1	1,300
	4	4,000	Average salary.....		3,572
	1	3,900	Assistant professors.....	1	3,000
	5	3,500		1	2,800
				1	2,500
				2	2,400

¹ Part time.

TABLE 40.—*Number and yearly salaries of officers, professors, and instructors in certain universities and colleges having more than \$1,000,000 of endowment fund (not State-aided)—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Education (or pedagogy)—Continued.			Astronomy—Continued.		
Assistant professors	1	\$2,350	Assistant professors	1	\$2,000
	5	2,000		1	1,700
	1	1,800		1	1,000
	1	1,750	Average salary	1	2,057
	1	1,550	Instructors	1	1,400
Average salary		2,215		2	1,200
Instructors	1	1,640	Average salary		1,267
	1	1,200	Mechanics:		
	1	1,050	Professors or assistant professors	1	3,750
	1	700		1	2,600
	1	300		4	2,500
Average salary		1,630		1	2,200
Mathematics:				1	1,800
Professors	1	6,000		3	1,500
	1	5,500	Average salary		2,259
	1	4,500	Instructors	1	2,700
	3	4,000		1	1,200
	1	3,600		4	1,000
	4	3,500	Average salary		1,317
	1	3,300	Civil engineering:		
	10	3,000	Professors	3	5,500
	3	2,750		2	5,000
	2	2,700		5	4,500
	6	2,500		5	4,000
	1	2,400		4	3,500
	1	2,300		1	3,200
	1	2,200		8	3,000
	1	2,000		1	2,850
	1	1,900		4	2,500
	2	1,800		1	2,400
	1	500		1	2,000
Average salary		3,150		1	900
Assistant professors	3	3,000	Average salary		3,679
	2	2,500	Assistant professors	3	3,000
	3	2,300		1	2,500
	8	2,000		1	2,400
	3	1,900		2	2,200
	9	1,800		8	2,000
	1	1,750		5	1,900
	4	1,700		3	1,800
	2	1,600		3	1,750
	9	1,500		1	1,700
	1	1,325		2	1,600
Average salary		1,897		9	1,500
Instructors	1	2,000		1	1,400
	2	1,700	Average salary		1,859
	1	1,500	Instructors	1	1,850
	5	1,400		1	1,700
	1	1,305		1	1,400
	14	1,300		2	1,400
	1	1,200		1	1,300
	1	1,100		10	1,250
	4	1,000		4	1,200
	1	800		4	1,100
	1	700		27	1,000
	1	545		1	900
	1	500		1	850
	1	400		4	800
Average salary		1,212	Average salary		1,078
Assistants	1	1,600	Assistants	1	780
	1	800		2	600
	2	500		4	500
	1	400	Average salary	1	320
	1	100			560
Average salary		650	Mining engineering:		
Astronomy:			Professors	2	5,000
Professors	2	5,500		1	4,500
	2	4,000		1	4,000
	2	3,500	Average salary	1	2,000
	3	3,000	Assistant professors	2	4,625
	1	2,000		1	3,000
	1	1,800		1	2,100
Average salary		3,255		1	2,000
Assistant professors	3	2,500		1	1,800
	1	2,200	Average salary	1	1,500
					2,233

1 Part time.

TABLE 40.—*Number and yearly salaries of officers, professors, and instructors in certain universities and colleges having more than \$1,000,000 of endowment fund (not State-aided)—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Mining engineering—Con.			Engineering (miscellaneous): ¹		
Instructors or assistants.....	1	\$2,000	Directors.....	1	\$5,500
	1	1,100	Professors.....	1	3,000
	1	700		1	3,500
Average salary.....		1,267		1	3,300
Electrical engineering:				4	3,000
Professors.....	2	5,000		1	2,750
	1	4,000		2	2,500
	4	3,000		1	2,100
	2	2,600	Average salary.....		2,932
	2	2,500	Assistant professors or in-		
	1	2,250	structors.....	2	2,500
Average salary.....		3,204		1	2,200
Assistant professors.....	1	2,250		4	2,000
	1	2,300		1	1,900
	1	2,200		1	1,800
	1	2,050		1	1,600
	1	2,000		2	1,500
	1	1,800		4	1,000
	3	1,700	Average salary.....		1,719
	1	1,600	Geology:		
	2	1,500	Professors.....	1	7,000
	1	1,400		1	6,500
Average salary.....		1,835		1	6,000
Instructors.....	1	1,450		3	5,000
	6	1,200		2	4,000
	1	1,100		2	3,500
	10	1,000		* 1	3,000
	1	900		7	3,000
	2	800		1	2,700
Average salary.....		1,080		3	2,500
Assistants.....	1	1,000		1	2,000
	2	600		1	1,800
	4	500		1	1,780
Average salary.....		600		1	1,600
Mechanical engineering:			Average salary.....		3,515
Professors.....	1	5,000	Assistant professors.....	1	3,500
	1	4,250		2	3,000
	2	4,000		3	2,500
	1	3,300		1	2,200
	1	3,250		1	2,100
	3	3,000		3	2,000
	2	2,700		3	1,500
	4	2,500		* 1	900
	1	2,000	Average salary.....		2,271
Average salary.....		3,138	Instructors.....	1	1,700
Assistant professors.....	1	2,965		1	1,500
	1	2,500		1	1,200
	4	2,200		1	1,100
	3	2,000		5	1,000
	2	1,900		1	900
	1	1,850		* 2	400
	4	1,800	Average salary.....		1,140
	1	1,700	Assistants.....	1	500
	3	1,500		1	200
Average salary.....		1,966		1	125
Instructors.....	1	2,000		3	100
	2	1,500	Average salary.....		188
	3	1,400	Mineralogy (or metallurgy):		
	5	1,300	Professors.....	1	5,500
	14	1,200		1	4,000
	8	1,100		3	3,000
	19	1,000	Average salary.....		3,700
	1	990	Assistant professors or in-		
	5	900	structors.....	1	1,600
	3	890		1	1,500
	1	800		1	1,200
Average salary.....		1,117	Average salary.....		1,433
Assistants.....	1	800	Physics:		
	8	750	Professors.....	1	7,000
	2	650		2	5,500
	2	600		4	4,000
	3	500		3	3,500
Average salary.....		675		1	3,200

¹ Including hydraulic engineering, architectural engineering, railroad engineering, bridge engineering, fire protection engineering, power engineering, sanitary engineering, chemical engineering, heat engineering, and rural engineering.

* Part time.

TABLE 40.—*Number and yearly salaries of officers, professors, and instructors in certain universities and colleges having more than \$1,000,000 of endowment fund (not State-aided)*—Continued.

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Physics—Continued.			Chemistry—Continued.		
Professors.....	10	\$3,000	Assistant professor.....	1	\$1,850
	1	2,800		8	1,800
	1	2,700		5	1,700
	1	2,600		1	1,650
	4	2,500		1	1,600
	2	2,100		11	1,500
	1	1,900		2	1,400
	2	1,800		1	1,325
	1	1,500		1	1,300
Average salary.....		3,147		2	1,200
Assistant professors.....	3	3,000	Average salary.....		1,792
	3	2,500	Instructors.....	1	1,800
	1	2,300		2	1,600
	1	2,200		9	1,500
	1	2,150		3	1,400
	2	2,100		1	1,300
	4	2,000		1	1,300
	1	1,800		1	1,267
	1	1,750		1	1,260
	3	1,600		14	1,200
	5	1,500		8	1,100
	2	1,200		8	1,000
	1	1,000		5	900
	1	500		1	850
	1	500		4	800
Average salary.....		1,900	Average salary.....		1,184
Instructors.....	1	1,800	Assistants.....	1	1,500
	1	1,500		3	800
	1	1,300		1	700
	8	1,200		5	600
	5	1,100		11	500
	21	1,000		1	425
	1	950		24	400
	1	840		1	300
	9	800		3	300
	1	400		1	250
	2	200		2	250
	1	150		2	150
Average salary.....		986	Average salary.....		473
Assistants.....	1	750	Geography:		
	3	600	Assistant professors or in-		
	6	500	structors.....	1	2,500
	5	400		1	1,600
	3	250		2	1,200
	1	100		1	600
	1	50	Average salary.....		1,420
Average salary.....		387	Biology:		
Chemistry:			Professors.....	1	5,000
Professors.....	2	6,000		1	4,000
	1	5,500		2	3,500
	3	5,000		1	3,200
	3	4,500		2	3,000
	1	4,200		1	2,880
	5	4,000		1	2,600
	1	3,800		1	2,500
	1	3,540		1	2,100
	3	3,500		3	2,000
	1	3,250		1	1,800
	12	3,000		1	500
	2	2,750	Average salary.....		2,872
	1	2,600	Assistant professors.....	2	2,500
	6	2,500		1	2,400
	1	2,300		1	2,200
	1	2,250		1	2,000
	1	2,100		1	1,650
	3	2,000		2	1,600
	1	1,900		1	1,500
	1	1,800	Average salary.....		1,994
	1	1,700	Instructors.....	1	1,800
	1	1,400		2	1,400
	1	800		3	1,200
Average salary.....		3,287		1	1,000
Assistant professors.....	1	3,000		3	800
	5	2,500		1	300
	1	2,200	Average salary.....		1,160
	7	2,000			

1 Part time.

TABLE 40.—*Number and yearly salaries of officers, professors, and instructors in certain universities and colleges having more than \$1,000,000 of endowment fund (not State-aided)*—Continued.

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Biology—Continued.			Botany—Continued.		
Assistants.....	2	\$500	Assistants.....	1	\$1,200
	1	400		1	1,000
	1	314		1	800
	1	250		1	500
	1	150		3	400
	1	85		1	250
Average salary.....		314	Average salary.....		619
Zoology:			Agriculture (miscellaneous):²		
Professors.....	1	5,500	Professors.....	2	4,000
	1	4,500		6	3,500
	1	4,250		3	3,000
	3	4,000		1	2,600
	1	3,500		8	2,500
	1	3,000	Average salary.....		3,030
	1	2,750	Assistant professors or in-		
	2	2,600	structors.....	3	2,000
	1	2,500		1	1,800
	1	2,300		3	1,500
	1	2,000		1	1,300
Average salary.....		3,393		2	1,200
Assistant professors.....	1	3,000		4	1,000
	1	2,500		1	900
	1	1,800		1	750
	2	1,700	Average salary.....		1,353
	1	1,600	Forestry:		
	1	1,300	Professors.....	1	3,500
Average salary.....		1,957		2	3,000
Instructors	1	1,800	Average salary.....		3,167
	2	1,600	Assistant professors.....	1	3,000
	1	1,350		2	2,500
	3	1,200	Average salary.....		2,400
	1	900	Metal and wood work:		
	1	800	Professors or assistant pro-		
Average salary.....		1,294	fessors.....	1	3,500
Entomology:				1	3,000
Professors.....	1	4,000	Instructors or assistants...	1	2,000
	1	3,500		1	1,800
	3	3,000		2	1,700
Average salary.....		3,300		1	1,650
Assistant professors or in-				2	2,550
structors.....	1	2,000		1	1,500
	1	1,950		1	1,400
	2	1,800		2	1,300
	1	1,750		1	1,100
	1	1,500		1	960
	1	1,000		2	900
Average salary.....		1,686		3	720
Botany:			Average salary.....		1,293
Professors.....	1	6,000	Home economics:³		
	2	4,500	Professors.....	3	3,000
	2	4,000		1	2,500
	1	3,750		1	1,000
	1	3,300	Average salary.....		2,875
	5	3,000	Assistant professors.....	2	2,000
	1	2,500		1	1,850
	1	2,400		2	1,800
	2	2,200		2	1,650
	1	1,000		1	1,500
Average salary.....		3,457		1	1,400
Assistant professors.....	1	3,500		2	1,200
	2	3,000		1	900
	2	2,500	Average salary.....		1,579
	2	2,100	Instructors or assistants...	1	1,800
	3	2,000		1	1,400
	1	1,600		1	1,350
	5	1,500		3	1,300
	1	1,075		1	1,200
Average salary.....		2,113		1	1,100
Instructors	2	1,200		1	1,000
	3	1,000		2	900
	1	900		2	800
	1	850		1	700
	1	750		2	600
Average salary.....		968			

¹ Part time.² Including horticulture, pomology, dairy husbandry, animal husbandry, poultry husbandry, plant breeding, plant pathology, soil technology, farm practice, farm crops, and farm management.³ Including domestic science, household management, household art, domestic art, millinery, sewing, food analysis, and cooking.

TABLE 40.—*Number and yearly salaries of officers, professors, and instructors in certain universities and colleges having more than \$1,000,000 of endowment fund (not State-aided)*—Continued.

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Home economics—Continued.			Art—Continued.		
Instructors or assistants.....	1 1	\$500	Professor or assistant pro- fessors.....	1	\$1,700
	1	300		1	1,600
	1 1	200		1	1,200
Average salary.....		999		1	1,000
Commerce: ²			Average salary.....		2,088
Deans or professors.....	1	7,500	Instructors.....	1	1,750
	1	4,000		1	1,200
	1	3,500		3	1,000
	1	3,250		1	850
	1	3,200		2	300
	2	3,000		1	250
	1	1,100	Average salary.....		850
	1	117			
Average salary.....		2,646	Architecturs:		
Assistant professors.....	4	3,000	Professors.....	2	5,000
	2	2,400		5	4,000
	1	2,200		2	3,500
	1	2,100		1	3,000
	2	2,000		4	2,500
	1	1,800		1	2,400
	1	1,798		1	2,000
	1	1,700		1 1	1,000
	1 1	1,300	Average salary.....		3,400
Average salary.....		2,328	Assistant professors.....	1	3,500
Instructors.....	1	2,100		1	3,000
	1	2,000		3	2,500
	2	1,800		1	2,300
	1	1,600		1	2,150
	1	1,403		2	2,000
	2	1,200		1	1,700
	1	1,100		2	1,500
	1	1,000		1	1,400
	1	890	Average salary.....		2,196
	1	800	Instructors.....	3	1,800
	1	400		1	1,500
Average salary.....		1,330		1	1,400
Music:				1	1,300
Directors.....	1	3,000		3	1,200
	1	2,600		1 2	1,000
	1	2,500		4	1,000
Average salary.....		2,700		1	700
Professors.....	1	3,500		1	350
	1	3,000		1	300
	1	2,700	Average salary.....		1,159
	2	2,500			
	7	2,200	Drawing:		
	7	2,000	Professors.....	1	5,000
	5	1,800		1	3,500
	1	1,760		1	2,750
	1	1,500		2	2,500
	1	1,000		2	2,250
Average salary.....		2,106		2	1,800
Assistant professors.....	1	4,000	Average salary.....		2,706
	1	1,800	Assistant professors.....	1	2,000
	1	1,700		2	1,800
	5	1,500		1	1,700
Average salary.....		1,875		4	1,600
Instructors.....	1	2,000		2	1,500
	3	1,500		1	1,325
	1	1,350		1	1,100
	1	1,332	Average salary.....		1,594
	10	1,200	Instructors.....	1	2,500
	4	1,000		1	1,800
	1	700		2	1,700
	1	500		2	1,550
	1	100		3	1,300
Average salary.....		1,151		1 1	1,200
Art:				4	1,200
Directors.....	1	3,250		3	1,100
	1	3,000		5	1,000
Professor or assistant pro- fessors.....	1	3,500		2	800
	1	3,200		1 1	750
	1	2,500		1 1	600
	1	2,000	Average salary.....		600
					1,250

¹ Part time.² Including finance, accounting, auditing, bookkeeping, and business department.

TABLE 40.—*Number and yearly salaries of officers, professors, and instructors in certain universities and colleges having more than \$1,000,000 of endowment fund (not State-aided)*—Continued.

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Law:			Medicine—Continued.		
Deans.....	1	\$3,500	Assistant professors.....	1	\$2,200
	1	4,000		1	1,800
	1	1,750		1	1,600
Average salary.....		4,750		1	1,500
Professors.....	5	7,800		2	1,400
	2	7,000		1	1,200
	4	6,500		1 ²	1,000
	1	6,000		4	1,000
	4	5,500		2	800
	1	5,250		1	500
	8	5,000		1	450
	4	4,500		1	400
	1	4,125		3	250
	3	4,000		2	200
	9	3,800	Average salary.....		1,233
	1	3,400	Instructors.....	1	1,800
	1	3,250		1	1,650
	3	3,000		1	1,400
	1 ¹	2,500		1 ¹	1,300
	2	2,000		3	1,200
	1	1,800		1 ¹	1,000
	1 ¹	1,750		1	1,000
	1 ¹	1,200		3	800
	1	1,000		3	700
Average salary.....		4,683		2	500
Assistant professors.....	1	4,000		1	300
	1	3,000		7	250
	1	2,500		4	200
	1	2,300		11	150
	4	2,000		9	100
	1	1,800		6	50
	1	1,300	Average salary.....		406
	2	500			
Average salary.....		1,994	Anatomy:		
Instructors.....	1	2,500	Professors.....	1	6,000
	1	1,400		1	5,300
	1	750		3	5,000
	1	500		1	4,500
	1 ¹	350		4	4,000
	1 ¹	250		4	3,500
Average salary.....		1,130		1	1,250
Medicine:³				1	1,200
Deans.....	1	5,000	Average salary.....		3,953
	1	1,300	Assistant professors.....	2	3,000
	1	1,000		1	2,750
	1	800		1	2,500
	1	400		1	2,400
Average salary.....		1,660		1	2,200
Professors.....	2	6,000		3	2,000
	1	5,000		1	1,800
	1	4,500		1	1,700
	5	4,000		3	1,500
	2	3,500		1	1,200
	4	3,000		2	1,000
	1	2,600		1	850
	1	2,200		1	750
	1	1,950		1	350
	1	1,600		1	100
	1	1,500	Average salary.....		1,681
	1	1,200	Instructors.....	1	2,200
	1 ³	1,000		1	2,000
	2	1,000		3	1,800
	1	600		1	1,600
	4	500		1	1,540
	1	390		2	1,400
	2	300		1	1,200
	1	250		1	1,100
	1	200		3	1,000
Average salary.....		2,339		1	700
Assistant professors.....	2	3,000		5	250
	1	2,600		1	120
	1	2,400		2	100
	1	2,250	Average salary.....		1,005

¹ Part time.² Including therapeutics, experimental therapeutics, clinical therapeutics, experimental medicine, topical medicine, preventive medicine, clinical medicine, theory and practice of medicine, medical diagnosis, and materia medica.

TABLE 40.—*Number and yearly salaries of officers, professors, and instructors in certain universities and colleges having more than \$1,000,000 of endowment fund (not State-aided)*—Continued.

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Anatomy—Continued.			Pathology—Continued.		
Assistants.....	1	\$900	Instructors.....	1	\$800
	1	850		1	360
	1	800		2	300
	2	600		1	250
	1	580		1	240
	5	500		3	100
	1	400	Average salary.....		726
	1	300	Assistants.....	1	1,200
	1	275		1	1,000
	1	250		1	900
Average salary.....		537		3	600
Physiology:				1	400
Professors.....	2	6,000	Average salary.....		757
	1	5,000	Surgery:		
	3	4,000	Professors.....	1	6,000
	3	3,500		4	4,000
	2	3,000		1	3,000
	1	2,800		1	2,500
	1	2,500		1	2,300
	1	2,000		2	1,500
	1	1,500		2	1,200
	1	1,000		3	1,000
Average salary.....		2,285		1	750
Assistant professors.....	3	3,000		1	550
	1	2,500		1	500
	4	2,000		3	400
	1	1,850		4	300
	1	1,500		4	250
Average salary.....		2,285		1	150
Instructors.....	1	2,500		1	135
	1	1,900	Average salary.....		1,409
	1	1,800	Assistant professors.....	2	2,500
	1	1,250		1	2,000
	1	1,200		1	1,000
	2	1,000		1	600
	1	800		5	500
	1	500		1	400
Average salary.....		1,431		1	300
Assistants.....	1	1,200		1	250
	3	800		3	200
	1	600	Average salary.....		791
	1	500	Instructors.....	1	650
	1	400		2	400
	1	400		1	350
	2	300		4	300
	2	250		3	250
	1	150		6	200
Average salary.....		550		10	150
Pathology:				7	100
Professors.....	1	7,000		10	80
	1	6,000		3	25
	4	5,000	Average salary.....		164
	1	4,000	Assistants.....	1	1,000
	1	3,575		1	800
	2	3,500		1	500
	1	2,500		2	150
	1	2,000	Average salary.....		520
Average salary.....		4,340	Obstetrics and gynecology:		
Assistant professors.....	1	3,500	Professors.....	1	4,000
	1	3,200		1	3,000
	1	3,000		1	2,500
	4	2,500		2	1,500
	1	2,200		1	1,200
	1	2,000		1	800
	1	1,800		4	500
	1	1,700		2	400
	1	1,650	Average salary.....		1,254
	2	1,500	Assistant professors.....	1	700
	1	1,250		1	600
	4	1,000		1	250
	1	500		1	200
Average salary.....		1,890	Average salary.....		463
Instructors.....	1	2,000	Instructors.....	1	900
	1	1,300		2	800
	1	1,200		1	300
	6	1,000		4	200
	3	800			

1 Part time.

TABLE 40.—*Number and yearly salaries of officers, professors, and instructors in certain universities and colleges having more than \$1,000,000 of endowment fund (not State-aided)*—Continued.

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Obstetrics and gynecology—Continued.			Diseases of children—Contd.		
Instructors.....	4	\$150	Instructors.....	1	\$300
	1	115		3	200
	4	50		1	150
Average salary.....		213		4	100
Diseases of the eye, ear, nose, and throat:			Average salary.....		161
Professors.....	2	1,000	Neurology:		
	4	500	Professors.....	1	500
	2	400		1	300
	2	250		1	250
	1	200	Average salary.....		350
	2	150	Instructors or assistants..	1	1,500
	1	100		2	250
	1	50		3	100
Average salary.....		397		1	50
Instructors or assistants..	11	100	Average salary.....		336
	3	50	Medicine (miscellaneous): ¹		
	5	25	Professors.....	1	3,400
Average salary.....		72		1	2,500
Bacteriology:				3	500
Professors.....	3	4,000		2	400
	1	3,840		4	150
	1	3,500		2	100
	1	3,000		2	75
	1	1,950		2	50
	1	1,250	Average salary.....		573
Average salary.....		3,427	Assistant professors.....	1	1,000
Assistant professors.....	2	2,500		1	350
	1	2,000		1	250
	1	1,500	Average salary.....		533
	1	1,200	Instructors or assistants..	1	400
Average salary.....		2,125		1	350
Instructors.....	1	2,250		3	200
	2	1,500		4	100
	1	1,400		6	50
	1	1,100		2	25
	2	1,000	Average salary.....		124
	1	500	Dentistry:		
	2	300	Deans.....	1	5,000
Average salary.....		1,141		1	2,400
Assistants.....	1	1,500		1	4,000
	1	1,140	Professors.....	1	3,250
	1	750		2	3,000
	2	500		1	2,000
	3	200		2	1,600
Average salary.....		661		1	1,500
Hygiene:				1	1,300
Professors.....	1	5,000		3	1,000
	1	3,575		1	500
	1	3,500		1	450
	1	1,800		1	300
	1	100		1	200
Average salary.....		2,795	Average salary.....		1,006
Assistant professors.....	1	3,000	Assistant professors.....	1	2,500
	1	2,250		1	2,000
	1	2,000		1	1,800
	1	1,750		3	1,000
Average salary.....		2,250		1	500
Assistants.....	1	700		1	75
	2	400	Average salary.....		1,234
Average salary.....		500	Instructors.....	1	1,800
Diseases of children:				1	1,500
Professors.....	1	1,250		2	1,200
	5	500		1	1,000
	1	400		1	800
Average salary.....		593		1	750
Assistant professors.....	1	2,000		2	600
	1	500		9	500
	1	250		3	400
	1	200		2	275
Average salary.....		738		2	225
				2	200
				3	150
				15	50
				1	25
			Average salary.....		386

¹ Part time.² Including osteology, neuropathology, pulmonary diseases, hematology, rectal diseases, genito-urinary diseases, diseases of the digestive system, dermatology, roentgenology, mental diseases, embryology, and medical jurisprudence.

TABLE 40.—*Number and yearly salaries of officers, professors, and instructors in certain universities and colleges having more than \$1,000,000 of endowment fund (not State-aided)*—Continued.

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Pharmacy:			Physical training—Contd.		
Professors.....	2	\$5,000	Directors.....	1	\$2,180
	3	3,500		2	2,000
	1	3,000		1	1,800
	1	2,000		1	1,600
	1	1,200		1	1,500
Average salary.....		3,338		1	1,200
Assistant professors.....	2	2,000		1	1,000
	1	1,500		1	900
	1	600		1	750
	1	175	Average salary.....		1,612
Average salary.....		1,525	Professors.....	1	6,000
Instructors.....	2	1,800		1	4,000
	1	1,500		1	3,000
	1	1,000		1	2,800
	1	900		1	2,000
	1	500		1	1,600
Average salary.....		1,256	Average salary.....		3,233
Assistants.....	1	1,200	Assistant professors.....	1	3,000
	1	800		1	2,500
	1	600		1	1,800
	1	200		1	1,700
	1	100		1	1,600
Average salary.....		580		1	1,400
Veterinary:¹			Average salary.....		2,000
Professors.....	4	4,000	Instructors.....	1	2,300
	1	3,500		1	2,000
	2	3,000		1	1,700
	2	2,500		3	1,500
	1	2,400		1	1,450
	1	1,000		2	1,400
	7	40		1	1,300
Average salary.....		1,816		3	1,200
Assistant professors.....	1	1,800		4	1,000
	1	1,600		2	900
	3	1,500		1	800
	1	150		1	600
Average salary.....		1,342		1	400
Instructors.....	1	1,600		1	200
	2	1,500	Average salary.....		1,193
	6	1,200	Assistants.....	1	2,000
	1	800		1	1,500
	1	450		1	1,400
	1	100		1	1,050
Average salary.....		1,096		3	1,000
Assistants.....	2	500		1	800
	2	300		1	500
	3	250		1	400
Average salary.....		336		1	350
Physical training:				1	300
Directors.....	1	2,400		2	150
	1	2,200	Average salary.....		828

¹ Part time.² Including veterinary pathology, veterinary surgery, veterinary medicine, veterinary anatomy, veterinary physiology, veterinary obstetrics, veterinary botany, veterinary ophthalmology, veterinary hygiene, veterinary zoology, veterinary jurisprudence, diseases of the foot, materia medica, and diagnosis and research.

TABLE 41.—*Number and yearly salaries of officers, professors, and instructors in certain universities and colleges having less than \$1,000,000 of endowment fund (not State-aided).*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Presidents.....	1	\$7,400	Latin:		
	1	7,000	Professors.....	1	\$8,000
	1	6,400		1	2,700
	2	6,000		1	2,200
	1	5,600		7	2,000
	3	5,400		5	1,800
	1	4,650		1	1,750
	2	4,400		1	1,720
	1	4,000		5	1,700
	3	3,900		1	1,650
	1	3,700		2	1,600
	1	3,600		9	1,500
	6	3,400		3	1,400
	6	3,000		1	1,350
	3	2,900		4	1,300
	1	2,800		3	1,200
	12	2,500		1	1,050
	7	2,400		4	1,000
	1	2,200		1	975
	3	2,000		1	850
	1	1,900		2	840
	3	1,800		2	800
	1	1,720		1	450
	1	1,600	Average salary.....		1,577
	1	1,500	Assistant professors.....	2	2,940
	1	1,400		1	1,600
	1	1,000		1	1,500
	1	900		1	1,250
Average salary.....		4,493		2	1,000
Vice presidents.....	1	3,300		1	800
	1	3,000	Average salary.....		1,328
	1	2,500	Instructors.....	4	2,940
	2	2,400		1	1,700
	1	1,700		1	1,680
	1	1,650		1	1,540
	1	1,800		1	1,450
	1	750		2	1,400
Average salary.....		2,144		1	1,300
Deans.....	2	4,000		3	1,200
	1	3,500		2	1,100
	1	2,800		1	1,050
	1	2,550		6	1,000
	1	2,500		2	950
	1	2,400		3	900
	1	2,250		1	840
	1	2,200		2	800
	1	2,100		3	750
	1	2,000		1	650
	4	1,800		4	500
	2	1,700		1	150
	3	1,600		1	100
	9	1,500		1	75
	3	1,400	Average salary.....		1,152
	2	1,300	Part time.		
	4	1,200	Greek:		
	2	1,100	Professors.....	2	2,500
	2	1,000		1	2,300
	1	950		1	2,100
	1	900		6	2,000
	1	800		1	1,900
	2	700		1	1,850
	1	500		2	1,800
Average salary.....		1,657		2	1,700
Ancient languages:				1	1,650
Professors.....	1	2,080		1	1,600
	1	2,000		4	1,500
	1	1,800		4	1,400
	2	1,600		6	1,300
	1	1,100		3	1,200
Average salary.....		1,893		2	900
Instructors.....	1	1,550		1	800
	1	1,000		1	750
	1	850		1	500
Average salary.....		1,170	Average salary.....		1,531

1 Part time.

TABLE 41.—*Number and yearly salaries of officers, professors, and instructors in certain universities and colleges having less than \$1,000,000 of endowment fund (not State-aided)*—Continued.

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Greek—Continued.			German—Continued.		
Assistant professors or in- structors.....	1	\$1,500	Instructors or assistants...	1	\$2,940
	1	1,400		1	2,100
	3	1,200		1	2,000
	1	1,150		1	1,680
	1	1,100		1	1,500
	4	1,000		1	1,400
	1	950		1	1,350
	2	900		3	1,200
Average salary.....		1,111		1	1,150
Modern languages:				4	1,100
Professors.....	1	3,600		9	1,000
	3	2,500		4	900
	3	2,100		1	850
	5	2,000		1	800
	4	1,800		1	750
	4	1,700		2	700
	1	1,668		1	200
	1	1,600		1	120
	4	1,500	Average salary.....		1,110
	1	1,400	French:		
	1	1,300	Professors.....	1	5,250
	1	1,200		1	2,500
	3	1,100		2	1,800
	3	1,000		1	1,700
	1	900		2	1,500
	1	800		1	1,450
	1	450		1	1,300
Average salary.....		1,658		1	1,200
Assistant professors.....	1	2,000		2	1,100
	1	1,600		1	1,000
	2	1,500		1	1,000
	1	1,300		1	975
	1	1,250		1	850
	3	1,200	Average salary.....		1,668
	2	1,000	Assistant professors.....	1	2,730
	1	900		2	1,500
Average salary.....		1,304		1	1,200
Instructors.....	1	1,500		1	1,100
	1	1,400		1	800
	1	1,200	Average salary.....		1,472
	1	1,075	Instructors.....	1	2,940
	1	1,050		1	2,100
	1	1,000		1	1,375
	1	800		2	1,200
	1	750		1	1,050
	1	400		2	1,000
Average salary.....		1,026		1	950
German:				5	900
Professors.....	1	6,000		1	800
	1	2,500		2	750
	1	2,300		1	700
	1	2,108		1	600
	1	2,100		2	500
	3	2,000		1	300
	1	1,900		1	300
	6	1,800		1	200
	1	1,700	Average salary.....		975
	3	1,600	English:		
	6	1,500	Professors.....	1	4,000
	2	1,400		2	3,000
	2	1,300		1	2,800
	1	1,200		3	2,500
	2	1,100		1	2,400
	5	1,000		1	2,350
	1	650		1	2,300
Average salary.....		1,675		2	2,100
Assistant professors.....	1	3,050		1	2,050
	1	2,940		8	2,000
	1	1,600		9	1,800
	2	1,300		7	1,700
	1	1,250		1	1,680
	1	1,000		1	1,650
	2	800		3	1,600
Average salary.....		1,480		1	1,580
				10	1,500

¹ Part time.

TABLE 41.—*Number and yearly salaries of officers, professors, and instructors in certain universities and colleges having less than \$1,000,000 of endowment fund (not State-aided)*—Continued.

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
English—Continued.			Public speaking—Continued.		
Professors.....	3	\$1,400	Assistant professors or in-	1	\$1,900
	2	1,350	structors.....	1	1,100
	7	1,300		2	1,000
	3	1,200		1	800
	1	1,150	Average salary.....		1,250
	6	1,100	Oratory:		
	5	1,000	Professors.....	1	2,400
	1	975		1	1,600
	2	900		1	1,500
	1	800		1	1,300
	2	750		1	750
	1	450		1	350
Average salary.....		1,600	Average salary.....		1,317
Assistant professors.....	1	3,200	Assistant professors or in-	1	1,400
	1	3,050	structors.....	1	1,100
	1	2,000		4	1,000
	4	1,800		1	900
	6	1,500		1	780
	3	1,400		1	700
	2	1,350		2	600
	2	1,300	Average salary.....		917
	1	1,250	History:		
	2	1,200	Professors.....	1	5,250
	1	1,100		1	3,250
	4	1,000		1	3,000
	1	900		2	2,500
	2	850		1	2,100
	1	600		7	2,000
Average salary.....		1,409		1	1,900
Instructors.....	2	2,940		1	1,870
	2	2,520		5	1,800
	2	2,310		1	1,720
	1	2,100		4	1,700
	3	1,500		1	1,650
	2	1,400		3	1,600
	2	1,300		7	1,500
	6	1,200		1	1,450
	6	1,100		2	1,400
	7	1,000		2	1,350
	1	975		1	1,300
	5	950		2	1,200
	9	900		1	1,150
	2	850		3	1,100
	7	800		2	1,050
	1	775		5	1,000
	1	750		1	975
	2	700		1	950
	1	660		1	900
	1	650		1	840
	5	600		1	815
	1	550	Average salary.....		1,626
	3	500	Assistant professors.....	1	3,050
	3	400		1	1,710
	1	250		2	1,600
Average salary.....		1,055		1	1,400
Assistants.....	1	1,600		2	1,200
	1	1,100		1	1,100
	2	1,000		1	800
	1	600		1	600
	1	300	Average salary.....		1,391
	3	300	Instructors.....	1	2,940
	1	80		1	2,520
	2	65		1	2,310
	15	60		2	2,100
	1	40		1	2,000
Average salary.....		272		1	1,580
Public speaking:				1	1,450
Professors.....	1	2,000		1	1,400
	1	1,720		1	1,300
	1	1,700		2	1,200
	1	1,650		1	1,150
	1	1,600		2	1,100
	2	1,200		1	1,050
	2	900		1	1,050
	2	800			
Average salary.....		1,815			

1 Part time.

TABLE 41.—*Number and yearly salaries of officers, professors, and instructors in certain universities and colleges having less than \$1,000,000 of endowment fund (not State-aided)*—Continued.

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
History—Continued.			Philosophy (or ethics)—Con.		
Instructors.....	6	\$1,000	Assistant professors or in-		
	1	950	structors.....	1	\$1,800
	1	800		2	1,600
	1	720		1	1,560
	3	700		2	1,500
	1	650		1	1,200
	1	150		3	750
Average salary.....		1,262		1	700
Economics:			Average salary.....		1,246
Professors.....	1	3,000	Psychology:		
	1	2,550	Professors.....	1	2,200
	1	2,500		2	2,000
	1	2,200		1	1,800
	2	2,000		1	1,700
	1	1,900		1	1,450
	4	1,800		1	1,400
	2	1,700		1	1,300
	1	1,650		1	1,000
	2	1,600	Average salary.....		1,650
	3	1,500	Assistant professors or		
	1	1,400	instructors.....	1	1,700
	1	1,300		1	1,500
	1	1,100		3	1,200
	1	1,000		1	800
Average salary.....		1,778	Average salary.....		1,233
Assistant professors.....	1	1,800	Education (or pedagogy):		
	1	1,400	Professors.....	1	6,000
	1	1,200		1	2,400
Average salary.....		1,467		1	2,160
Instructors.....	1	1,500		3	2,000
	2	1,200		1	1,800
	1	1,150		1	1,700
	2	1,000		1	1,650
	1	450		1	1,500
Average salary.....		1,071		1	1,350
Political science:				3	1,300
Professors.....	1	2,500		1	1,200
	1	1,700		1	1,080
	1	1,600		1	1,000
Average salary.....		1,933	Average salary.....		1,865
Assistant professors or			Assistant professors or in-		
instructors.....	1	1,500	structors.....	1	2,940
	1	1,450		2	2,520
	1	1,400		1	2,100
Average salary.....		1,450		1	1,600
Sociology:				1	1,450
Professors.....	2	1,800		2	1,200
	1	1,750		1	900
	1	1,700		1	800
	1	1,650		1	250
Average salary.....		1,738		1	100
Instructors.....	1	1,580	Average salary.....		1,663
	1	1,200	Mathematics:		
Average salary.....		1,380	Professors.....	1	4,600
Philosophy (or ethics):				1	4,190
Professors.....	1	3,000		1	3,500
	2	2,500		1	3,000
	1	2,300		1	2,750
	1	2,250		1	2,700
	3	2,000		1	2,600
	1	1,900		5	2,500
	1	1,820		1	2,200
	6	1,800		3	2,100
	1	1,650		1	2,080
	1	1,600		5	2,000
	5	1,500		1	1,900
	1	1,450		1	1,820
	1	1,400		7	1,800
	1	1,300		2	1,700
	1	1,200		1	1,650
	2	1,100		3	1,600
	3	1,000		6	1,500
	1	975		3	1,400
	1	600		2	1,350
Average salary.....		1,645		4	1,300

1 Part time.

TABLE 41.—*Number and yearly salaries of officers, professors, and instructors in certain universities and colleges having less than \$1,000,000 of endowment fund (not State-aided)*—Continued.

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Mathematics—Continued.			Civil engineering:		
Professors.....	3	\$1,200	Professors.....	1	\$4,400
	1	1,125		1	3,500
	1	1,100		1	3,200
	1	1,080		1	3,000
	8	1,000		1	2,800
	1	975		1	2,750
	1	840		1	2,500
	1	800		1	2,400
Average salary.....		1,748		1	1,700
Assistant professors.....	2	2,940		1	1,600
	1	2,000		2	1,100
	1	1,725	Average salary.....		2,504
	6	1,500	Assistant professors.....	2	2,100
	2	1,450		1	2,000
	2	1,400		1	1,535
	4	1,300		1	1,500
	1	1,250		2	1,400
	1	1,200		1	1,300
	4	1,200		1	1,100
	1	1,100	Average salary.....		1,604
	2	1,000	Instructors or assistants...	1	1,500
	1	900		1	1,350
Average salary.....		1,428		1	1,000
Instructors.....	3	2,940		1	1,400
	1	2,550		1	1,250
	1	1,800		1	1,025
	4	1,600		1	850
	1	1,500		1	800
	1	1,400		1	700
	1	1,300		3	210
	3	1,200	Average salary.....		964
	1	1,150			
	5	1,100	Electrical engineering:		
	1	1,050	Professors.....	1	4,600
	7	1,000		2	3,000
	4	900		1	2,600
	2	850		1	1,600
	3	800	Average salary.....		2,700
	1	780	Assistant professors.....	1	2,600
	2	750		2	1,800
	2	700		1	1,700
	1	660		2	1,600
	1	650		1	1,500
	1	613		1	1,000
	1	600	Average salary.....		1,635
	1	550	Instructors.....	1	1,700
	1	500		1	1,500
	1	450		1	1,400
	1	400		1	1,225
	1	350		2	1,100
	1	200		1	1,000
	1	100		1	800
Average salary.....		1,055		1	700
Assistants.....	1	600		1	400
	2	100	Average salary.....		1,214
	1	60			
Average salary.....		85	Mechanical engineering:		
Astronomy:		183	Professors or assistant		
Professors.....	1	1,750	professors.....	1	4,000
	3	1,500		1	3,300
	1	700		1	3,000
Average salary.....		1,390		1	2,500
Instructors.....	1	1,500		2	2,500
	1	800		1	2,200
	1	400		1	1,800
Average salary.....		900		1	1,500
Mechanics:				1	750
Professors.....	1	3,000	Average salary.....		2,598
	1	2,200	Instructors or assistants..	1	1,500
	1	2,160		2	1,400
Average salary.....		2,453		1	1,200
Assistant professors or in-				1	800
structors.....	1	1,800		2	600
	1	1,000		1	500
Average salary.....		1,400		1	300
			Average salary.....		880

1 Part time.

TABLE 41.—*Number and yearly salaries of officers, professors, and instructors in certain universities and colleges having more than \$1,000,000 of endowment fund (not State-aided)*—Continued.

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Engineering (miscellaneous): ¹			Physics—Continued.		
Professors.....	1	\$2,500	Assistants.....	1	\$60
	1	2,200		1	50
	1	2,000		1	40
	1	1,500	Average salary.....		178
Average salary.....		2,050	Chemistry:		
Instructors.....	1	1,750	Professors.....	1	5,750
	1	850		1	3,500
Average salary.....		1,300		1	3,400
Geology:				1	3,200
Professors.....	1	2,500		1	3,150
	1	2,100		1	3,000
	2	2,000		1	2,750
	1	1,800		2	2,500
	1	1,700		1	2,475
	1	1,650		1	2,300
	1	1,600		1	2,200
	1	1,000		1	2,100
	1	400		9	2,000
Average salary.....		1,750		1	1,950
Assistant professors or in-				1	1,900
structors.....	1	1,700		4	1,800
	1	1,500		2	1,700
	2	1,000		1	1,650
	1	900		3	1,600
	1	800		8	1,500
Average salary.....		1,150		3	1,400
Physics:				1	1,380
Professors.....	1	4,150		1	1,350
	1	3,500		3	1,300
	3	3,000		1	1,200
	1	2,500		2	1,100
	1	2,400		5	1,000
	1	2,200		1	750
	1	2,150	Average salary.....		1,809
	2	2,100	Assistant professors.....	1	2,940
	1	2,050		1	1,900
	5	2,000		1	1,800
	1	1,820		1	1,650
	5	1,800		1	1,600
	5	1,700		2	1,500
	1	1,600		1	1,450
	6	1,500		1	1,400
	2	1,400		1	1,350
	2	1,300		1	1,200
	2	1,200		1	900
	1	1,150		1	800
	2	1,000		1	300
	1	840	Average salary.....		1,435
Average salary.....		1,857	Instructors.....	1	2,730
Assistant professors.....	1	2,000		1	1,500
	1	1,400		2	1,300
	1	1,350		3	1,200
	1	1,300		1	1,175
Average salary.....		1,613		1	1,150
Instructors.....	2	2,100		8	1,000
	1	1,800		1	950
	1	1,600		1	900
	1	1,580		4	800
	1	1,400		1	750
	1	1,300		3	700
	1	1,200		1	600
	2	1,100		1	500
	1	1,050		1	400
	5	1,000		1	300
	2	950		1	200
	1	825		1	250
	1	700	Average salary.....		933
	1	600	Assistants.....	2	700
	2	300		1	668
	2	250		1	600
Average salary.....		1,057		2	500
Assistants.....	1	500		1	400
	1	218		1	225
	1	200		1	200

¹Including railway engineering, mining engineering, highway engineering, structural engineering, and ge engineering.²Part time.

TABLE 41.—*Number and yearly salaries of officers, professors, and instructors in certain universities and colleges having less than \$1,000,000 of endowment fund (not State-aided)*—Continued.

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Chemistry—Continued.			Botany—Continued.		
Assistants.....	1	\$175	Assistant professors.....	1	\$1,200
	2	150		2	1,000
	1	124		1	1,200
	1	108	Average salary.....	1	1,000
	2	80	Instructors.....	1	1,000
	1	40		1	800
Average salary.....		313		1	700
Biology:				1	200
Professors or assistant	1	3,200	Average salary.....		70
professors.....	1	2,500	Agriculture (miscellaneous):²		
	1	2,300	Directors or assistant di-		
	4	2,000	rectors.....	1	2,000
	2	1,900		1	1,000
	3	1,800	Average salary.....		1,000
	1	1,700	Instructors.....	1	1,000
	2	1,650		1	1,200
	2	1,600		2	1,100
	4	1,500		2	1,000
	1	1,450		1	800
	3	1,400	Average salary.....		1,000
	1	1,350	Metal or wood work:³		
	2	1,300	Assistant professors or		
	1	1,200	instructors.....	1	2,500
	1	1,100		1	1,600
	8	1,000		2	1,000
	1	1,000		5	1,000
	1	975		1	800
Average salary.....		1,546		1	800
Instructors.....	1	2,000		1	600
	1	1,140		1	400
	1	1,100		1	400
	2	1,000		1	300
	1	950		1	150
	1	900	Home economics:⁴		
	4	800	Professors.....	1	1,500
	2	750		1	1,000
	1	600		3	1,000
	2	300		1	800
Average salary.....		835	Average salary.....		1,000
Assistants.....	1	500	Instructors.....	1	2,200
	1	250		3	1,200
	1	100		1	1,100
	1	50		3	1,100
	1	40		1	800
Average salary.....		188		2	600
Zoology:				2	500
Professors or assistant	1	2,050		1	800
professors.....	2	2,000		3	700
	1	1,700		2	700
	2	1,500		1	600
	1	1,300		1	450
	1	1,000		1	300
Average salary.....		1,631	Average salary.....		160
Instructors or assistants..	1	1,060		1	915
	2	1,000	Commerce:⁵		
	1	850	Professors (or directors)...	2	1,000
	2	500		1	1,255
	1	300		1	1,000
	1	200		2	800
	1	40		1	600
Average salary.....		604	Average salary.....		1,179
Botany:			Instructors.....	1	1,600
Professors.....	1	1,700		3	1,200
	1	1,600		1	1,000
	2	1,300		1	800
Average salary.....		1,475		6	800

¹ Part time.² Including dairy husbandry, animal husbandry, farm practice, and forestry.³ Including manual training, printing, forging, foundry, shop work, industrial mechanics, and machine practice.⁴ Including domestic science, household science, domestic art, household art, sewing, millinery, cooking, and sewing and fitting.⁵ Including stenography, phonography, penmanship, bookkeeping, finance, and business school.

TABLE 41.—*Number and yearly salaries of officers, professors, and instructors in certain universities and colleges having less than \$1,000,000 of endowment fund (not State-aided)*—Continued.

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Commerce—Continued.			Music—Continued.		
Instructors.....	1	\$800	Instructors.....	4	\$1,500
	2	750		1	1,450
	4	700		3	1,400
	1	650		4	1,300
	1	600		1	1,250
	1	500		1	1,200
	1	450		1	1,200
	1	400		1	1,150
	1	250		7	1,100
	1	65		5	1,050
Average salary.....	1	826		14	1,000
Music:				1	975
Directors.....	1	2,600		3	950
	3	2,500		10	900
	1	2,300		2	850
	1	2,000		1	840
	2	2,000		1	820
	2	1,900		1	806
	2	1,800		15	800
	1	1,700		8	750
	1	1,600		1	700
	1	1,500		8	700
	1	1,500		1	675
	2	1,400		3	650
	1	1,250		1	600
	3	1,200		6	600
	1	1,182		1	550
	1	1,100		3	540
	1	1,050		1	506
	1	1,000		1	500
	1	1,000		1	500
	1	896		5	500
	1	700		1	485
	1	600		1	471
	1	400		1	450
Average salary.....	1	1,588		3	400
Professors	1	3,000		1	360
	1	2,520		1	320
	1	2,400		1	270
	2	2,000		1	266
	1	1,833		1	225
	2	1,800		1	200
	1	1,700		1	162
	1	1,600		1	144
	1	1,505		1	143
	2	1,500		1	106
	1	1,400		2	70
	1	1,328		1	50
	2	1,300	Average salary.....		863
	1	1,283	Assistants	2	750
	5	1,200		1	600
	1	1,100		1	450
	1	1,050		1	100
	1	1,000	Average salary.....	1	50
	1	979			433
	1	768	Art:		
	1	720	Directors.....	1	5,876
	1	500		1	1,450
	1	348		1	1,200
	1	173		1	1,000
	1	167		1	500
Average salary.....	1	1,358	Average salary.....		2,005
Assistant professors	1	1,800	Professors	1	3,500
	1	1,500		1	2,500
	1	1,400		1	2,100
	1	1,200		2	1,800
	2	1,000		1	1,650
	1	850		1	1,200
Average salary.....	1	1,250		1	1,100
Instructors	1	2,310		2	1,000
	2	2,100		1	894
	1	2,000		1	800
	1	1,850		1	200
	2	1,800	Average salary.....	1	1,503
	1	1,600			

¹ Part time.² Also fees.

TABLE 41.—*Number and yearly salaries of officers, professors, and instructors in certain universities and colleges having less than \$1,000,000 of endowment fund (not State-aided)*—Continued.

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Art—Continued.			Law—Continued.		
Assistant professors.....	1	\$1,250	Instructors.....	1	\$350
	1	1,000		2	175
	1	900		13	200
Average salary.....		1,050		11	150
Instructors or assistants.....	1	1,900	Average salary.....		945
	1	1,100			
	1	1,050	Medicine:²		
	4	1,000	Professors.....	1	1,400
	1	950		1	1,200
	2	900	Average salary.....		1,325
	1	850	Instructors or assistants.....	1	1,200
	3	800		1	1,000
	1	600		1	900
	2	500		4	750
	1	350		1	600
	1	315		1	500
	2	300		1	350
Average salary.....		805		7	215
Architecture:				2	150
Professors or assistant				1	125
professors.....	2	500		1	120
Instructors.....	1	1,100		2	80
	1	800	Average salary.....	1	61
	1	300			
Drawing:			Anatomy:		
Professors or assistant			Professors or assistant		
professors.....	1	1,500	professors.....	1	1,000
	1	1,400		1	1,700
Average salary.....		1,450		1	1,000
Instructors.....	1	1,800		1	300
	1	1,725	Average salary.....		1,250
	1	1,500			
	1	1,450	Physiology:		
	1	1,300	Professors.....	1	2,000
	1	1,200		1	1,700
	1	1,100		1	1,200
	2	1,000		1	700
	1	900		1	1,000
	1	820	Average salary.....		1,450
	2	600	Assistant professors or in-		
	2	500	structors.....	1	1,350
	1	480		2	1,000
	2	400		1	900
	1	250	Average salary.....		920
	1	150			
	1	70	Medicine (miscellaneous):³		
Average salary.....		845	Professors.....	1	3,750
Law:				1	3,000
Dean.....	1	5,000		2	2,000
	1	4,000		1	1,800
	1	2,000		1	1,700
Average salary.....		1,300		1	1,000
Professors.....	2	3,075		1	1,000
	1	1,700		1	1,000
	1	1,500		2	1,000
	1	1,400		1	900
	2	1,200		1	400
	1	950		1	300
	1	800		1	275
	1	600		1	150
	2	600		1	125
Average salary.....		1,205		8	100
Assistant professors.....	3	2,500	Average salary.....		1,153
	1	1,300	Assistant professors or in-		
	1	1,200	structors.....	1	400
	1	650		1	300
Average salary.....		1,775		1	200
Instructors.....	1	1,800	Average salary.....		300
	1	1,500	Assistants.....	1	800
	1	1,300		1	300
	3	1,000		1	50
	4	750	Average salary.....		353

¹ Part time.² Including practice of medicine and materia medica.³ Including bacteriology, dermatology, gynecology, obstetrics, genito-urinary diseases, histology, hygiene, mental diseases, medical jurisprudence, otology, ophthalmology, pathology, and surgery.

TABLE 41.—*Number and yearly salaries of officers, professors, and instructors in certain universities and colleges having less than \$1,000,000 of endowment fund (not State-aided)*—Continued.

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Dentistry: ¹			Physical education—Contd.		
Deans.....	1	\$3,000	Directors.....	2	\$800
Professors.....	1	800		1	780
	1	600		1	750
	1	450		1	650
	1	400		1	600
Average salary.....		550		2	500
Instructors.....	1	1,500	Average salary.....		1,166
	1	1,020	Professors.....	1	2,600
	1	938		1	1,600
	1	800		1	1,300
	1	650		1	1,100
	1	600		1	1,000
	1	520		1	800
	1	455		1	280
	1	450	Average salary.....		1,240
	1	350	Assistant professors.....	1	1,800
	1	150		1	1,700
Average salary.....		676		1	1,500
Pharmacy:				1	1,400
Professors.....	1	1,500		1	1,100
	1	1,100		1	900
	1	1,000	Average salary.....		1,400
Average salary.....		1,200	Instructors or assistants.....	1	2,940
Instructors.....	1	2,050		1	2,000
	1	1,400		1	1,800
	1	600		2	1,400
	1	270		1	1,200
	1	260		1	1,000
	2	200		2	950
	1	150		2	900
Average salary.....		641		1	850
Physical education:				1	800
Directors.....	1	2,150		3	750
	1	2,000		1	540
	1	1,800		4	500
	2	1,600		1	450
	2	1,500		1	325
	3	1,400		2	300
	1	1,350		1	200
	1	1,300		1	150
	2	1,250		1	150
	3	1,200		1	100
	2	1,100		1	96
	6	1,000		1	60
	1	950	Average salary.....		55
					786

¹ Including operative and prosthetic dentistry.² Part time.

CHAPTER VI.

STATE NORMAL SCHOOLS.

Many of the State normal schools are supported only in part by public funds, and their salary lists are not open to the public. Some of the presidents of the purely public institutions requested that the data they supplied be considered confidential. It was decided, therefore, to treat all normal-school salaries in the same way and to conceal the identity of all of them.

Eighty-five schools are represented—slightly more than half the number in the United States. No effort was made to secure a greater number of reports, for the reason that those received were thoroughly representative. The treatment of the data was substantially similar to that described for universities and colleges. In general, the terms used in the several reports are used in the tables, even when different designations are apparently applied to substantially similar subjects. For example, "education" and "pedagogy" are often used interchangeably, but in a few instances both terms appear in the faculty lists of the same institution. It was assumed, therefore, that the probability of a shade of difference in actual practice justifies separate entries in the table, and in each case the term used in the report made to us was adopted for the table.

The distinction between practice schools and model schools is not always clearly drawn, and perhaps some of the entries under each of those heads might as well have been placed under the other. The evident lack of relation between title and salary and the absence of standardization make it difficult to reach satisfactory conclusions in studying the figures reported in this connection. In fact this chapter presented more perplexities to the compilers than any other, and it is by no means certain that the treatment of all the details is without fault.

TABLE 42.—*Number and yearly salaries of officers, professors, and instructors in certain State normal schools.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Presidents.....	1	\$5,900	Latin—Continued.		
	1	5,600	Instructors.....	1	\$1,600
	2	5,400		1	1,595
	3	5,000		3	1,560
	2	4,500		5	1,500
	1	4,400		1	1,485
	1	4,250		2	1,400
	1	4,200		1	1,375
	14	4,000		1	1,350
	3	3,900		1	1,330
	3	3,800		2	1,300
	2	3,600		1	1,250
	3	3,500		7	1,200
	2	3,400		2	1,150
	1	3,375		1	1,100
	2	3,250		1	1,050
	1	3,200		2	1,000
	1	3,100		4	900
	10	3,000		2	800
	2	2,900		1	750
	4	2,700		1	700
	3	2,500		1	600
	2	2,300		1	540
	2	2,000	Average salary.....		1,270
	1	1,850	Languages:		
	3	1,800	Professors.....	1	2,100
	1	1,700		1	1,650
Average salary.....	1	2,471		1	1,200
Vice presidents.....	1	2,500		2	1,140
	1	2,300	Average salary.....		1,446
	1	2,025	Instructors.....	1	2,000
	1	1,500		1	1,620
	1	1,200		1	1,500
Average salary.....	1	1,905		2	1,400
Deans.....	1	3,000		1	540
	1	2,700	Average salary.....		1,410
	1	2,600	Modern languages:		
	1	2,500	Professors.....	1	3,000
	1	2,200		1	1,400
	2	2,100	Average salary.....		2,200
	1	2,000	Instructors.....	1	1,400
	3	1,800		1	1,200
	1	1,700		3	1,000
	1	1,680		1	950
	1	1,530		2	800
	1	1,507		1	700
	1	1,300	Average salary.....		983
	2	1,200	German:		
	1	1,000	Professors.....	1	2,300
	1	900		1	1,800
Average salary.....	1	1,831		1	1,560
Ancient languages:				1	1,500
Professors or assistant				1	1,150
professors.....	1	3,000	Average salary.....		1,662
	2	1,600	Instructors.....	2	1,800
Average salary.....		2,033		1	1,700
Instructors.....	1	1,850		1	1,595
	1	1,500		1	1,485
	1	1,400		1	1,400
	1	1,200		1	1,350
Average salary.....		1,488		1	1,320
Latin:				1	1,300
Professors or assistant				1	1,280
professors.....	1	2,300		1	1,250
	1	2,280		2	1,200
	1	2,000		1	1,150
	1	1,860		2	1,100
	2	1,800		3	1,000
	1	1,400		3	900
	1	1,380		1	750
Average salary.....		1,853		1	720
Instructors.....	1	2,000		1	650
	1	1,850		1	420
	2	1,800		1	400
	2	1,650	Average salary.....		1,135

TABLE 42.—*Number and yearly salaries of officers, professors, and instructors in certain State normal schools—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
French:			English—Continued.		
Assistant professors or			Assistants.....	1	\$1,000
instructors.....	2	\$1,000		1	1,300
	1	1,250		2	1,200
	2	1,200		1	1,200
	1	900		3	1,100
	1	853		1	1,000
	1	150		1	900
Average salary.....	1	1,230		1	850
English:				3	800
Professors.....	1	3,000		1	750
	1	2,400		1	715
	1	2,386		1	450
	1	2,300		1	250
	1	2,280	Average salary.....		806
	2	2,100	Literature:		
	1	2,035	Professors or assistant		
	2	2,000	professors.....	1	1,800
	2	1,800		1	1,700
	1	1,680		1	1,000
	1	1,650		1	1,350
	1	1,400		2	1,250
	1	1,300		1	1,200
	1	1,200		1	1,150
	1	1,000	Average salary.....		1,411
Average salary.....		1,912	Instructors.....	1	2,500
Assistant professors.....	1	2,000		2	1,500
	1	1,900		1	1,400
	2	1,650		1	1,350
	1	1,550		2	1,300
	4	1,500		2	1,200
	2	1,440		2	1,100
	1	1,350		1	1,000
	1	1,320		1	1,000
	1	1,300	Average salary.....		1,358
	1	1,250	Rhetoric:		
	5	1,200	Professors.....	1	2,100
Average salary.....		1,443		2	1,500
Instructors.....	1	2,505	Average salary.....		1,701
	2	2,200	Instructors.....	1	1,760
	2	2,000		1	1,800
	1	1,980		1	1,300
	1	1,900		1	1,200
	3	1,800		2	1,100
	1	1,770		1	900
	1	1,700	Average salary.....		1,255
	3	1,700	Public speaking and oratory:		
	1	1,680	Professors.....	1	2,750
	3	1,650		1	1,800
	1	1,630		2	1,700
	1	1,620		1	1,600
	4	1,600		1	1,500
	1	1,560	Average salary.....		1,717
	2	1,550	Assistant professors.....	1	1,800
	6	1,500		2	1,100
	1	1,440	Average salary.....		1,333
	4	1,400	Instructors or assistants..	1	1,800
	1	1,350		1	1,700
	6	1,300		1	1,740
	1	1,280		2	1,350
	2	1,250		1	1,300
	1	1,210		1	1,100
	13	1,200		1	950
	3	1,150		1	900
	2	1,110		1	850
	3	1,100		1	825
	1	1,080		2	700
	3	1,050		1	600
	1	1,045	Average salary.....		1,138
	4	1,000	History:		
	1	935	Professors.....	1	3,000
	2	900		3	2,400
	3	850		1	2,300
	4	800		3	2,100
	2	720		1	2,040
	3	700		1	2,085
	2	650		2	2,000
	1	450			
Average salary.....		1,306			

1 Part time.

TABLE 42.—*Number and yearly salaries of officers, professors, and instructors in certain State normal schools—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
History—Continued.			Science—Continued.		
Professors.....	2	\$1,900	Instructors.....	1	\$2,600
	3	1,800		1	2,300
	3	1,400		2	2,100
Average salary.....		1,014		6	2,000
Assistant professors.....	1	2,500		1	1,920
	1	1,800		1	1,850
	2	1,650		2	1,800
	1	1,500		1	1,705
	1	1,300		2	1,700
Average salary.....		1,733		1	1,680
Instructors.....	1	2,750		1	1,650
	1	2,565		2	1,600
	1	2,500		2	1,500
	1	2,160		2	1,400
	1	2,040		1	1,350
	2	2,000		1	1,300
	1	1,900		1	1,290
	1	1,850		1	1,250
	1	1,800		1	1,200
	1	1,770		4	1,000
	2	1,705	Average salary.....		1,656
	1	1,700	Assistants.....	1	1,830
	2	1,650		1	1,600
	2	1,630		1	1,300
	2	1,620		1	1,200
	3	1,600		1	950
	1	1,560		1	800
	4	1,500	Average salary.....		1,280
	1	1,450	Philosophy:		
	1	1,440	Professors.....	1	2,000
	5	1,400		1	2,100
	5	1,350	Average salary.....		2,550
	1	1,320	Assistant professors or in-		
	1	1,310	structors.....	1	2,600
	5	1,300		1	1,400
	10	1,200	Average salary.....		2,000
	6	1,100	Psychology:		
	5	1,000	Professors.....	1	3,000
	1	950		1	2,850
	3	900		1	2,500
	1	883		1	2,400
	3	800		1	2,100
	1	700		1	2,040
	1	600		3	2,000
Average salary.....		1,387		2	1,800
Assistants.....	1	1,300		1	1,750
	1	1,100		1	1,710
	1	990		2	1,700
	1	650		1	1,650
	1	360		1	1,600
	1	250		1	1,560
Average salary.....		775		3	1,500
Economics:				2	1,400
Professors or instructors..	1	3,000		3	1,300
	2	2,000		2	1,200
	1	1,700		2	1,100
Average salary.....		2,175		2	1,000
Civics:				1	750
Professors or assistant			Average salary.....		1,658
professors.....	1	1,650	Education:		
	1	1,500	Professors.....	1	3,000
Average salary.....		1,575		1	2,400
Instructors.....	1	2,200		1	2,200
	1	2,100		1	1,800
	1	1,900		1	1,740
	1	1,560	Average salary.....		2,228
Average salary.....		1,940	Assistant professors.....	1	1,650
Science:				1	1,500
Professors or assistant			Average salary.....		1,575
professors.....	1	3,000	Instructors or assistants..	1	2,800
	1	2,100		1	2,700
	1	2,000		1	2,680
	1	1,600		2	2,500
	1	1,500		1	2,280
	1	1,350		1	2,250
Average salary.....		1,925		1	2,200

TABLE 42.—*Number and yearly salaries of officers, professors, and instructors in certain State normal schools—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Education—Continued.			Mathematics—Continued.		
Instructors or assistants.....	3	\$2,000	Instructors.....	3	\$1,630
	1	1,920		2	1,600
	2	1,900		6	1,500
	4	1,800		1	1,440
	1	1,705		8	1,400
	1	1,620		3	1,350
	1	1,600		1	1,300
	1	1,440		2	1,280
	2	1,350		1	1,250
	2	1,100		8	1,200
	1	900		1	1,150
	1	720		1	1,100
Average salary.....		1,843		3	1,100
Pedagogy:				2	1,050
Professors or assistant				3	1,000
professors.....	1	3,000		1	975
	1	2,000		4	900
	2	1,750		2	850
Average salary.....		2,125		2	800
Instructors.....	1	2,683		1	750
	1	2,100		1	500
	3	2,000		1	300
	1	1,870	Average salary.....		1,46
	2	1,800			
	2	1,700	Geology:		
	1	1,650	Professors or assistant		
	2	1,600	professors.....	1	1,300
	3	1,500		1	1,400
	1	1,400	Average salary.....		1,630
	3	1,200	Instructors.....	1	2,500
	2	1,000		1	2,300
	1	950		1	1,705
	2	900	Average salary.....		1,200
	1	630			1,901
Average salary.....		1,515	Physics:		
Mathematics:			Professors.....	1	1,000
Professors.....	2	3,000		1	2,500
	1	2,400		1	2,000
	2	2,300		2	2,000
	1	2,100		1	2,250
	1	2,035		1	2,025
	1	2,000		1	1,900
	1	1,900		3	1,800
	3	1,800		1	1,600
	1	1,740		1	1,400
	1	1,700	Average salary.....		2,047
	2	1,600	Assistant professors.....	1	1,700
	1	1,400		1	1,600
Average salary.....		2,028	Average salary.....		1,675
Assistant professors.....	2	2,100	Instructors.....	1	2,600
	2	1,650		1	2,300
	1	1,620		1	2,240
	2	1,500		2	2,100
	1	1,440		1	2,000
	1	1,400		3	1,800
	1	1,375		2	1,705
	1	1,350		1	1,700
	4	1,200		1	1,600
	1	1,050		1	1,600
	1	960		1	1,600
	1	950		1	1,400
Average salary.....		1,414		1	1,300
Instructors.....	1	2,700		1	1,200
	2	2,600		1	1,080
	2	2,500		1	1,000
	3	2,300		1	800
	1	2,200	Average salary.....		1,714
	1	2,100	Chemistry:		
	6	2,000	Professors or assistant pro-		
	1	1,980	fessors.....	1	2,800
	1	1,850		1	2,200
	1	1,800		1	1,600
	1	1,800		4	1,400
	3	1,800		1	1,200
	2	1,705		1	800
	2	1,700	Average salary.....		1,570

1 Part time.

TABLE 42.—Number and yearly salaries of officers, professors, and instructors in certain State normal schools—Continued.

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Chemistry—Continued.			Biology—Continued.		
Instructors or assistants..	1	\$2,750	Instructors or assistants..	1	\$1,100
	1	2,200		1	1,012
	1	2,000		2	1,000
	1	1,920		1	900
	1	1,850		1	800
	2	1,800		1	480
	2	1,700	Average salary		1,552
	2	1,600	Zoology:		
	1	1,400	Instructors	1	2,000
	1	1,300		1	1,500
	3	1,200		1	1,380
	1	850	Average salary		1,627
	1	700	Botany:		
	1	250	Professors or instructors..	1	2,500
Average salary		1,527		1	1,900
Geography:				1	1,800
Professors or assistant pro- fessors	1	3,000		1	1,200
	1	2,520	Average salary		1,850
	1	2,500	Agriculture:		
	1	2,100	Professors	1	2,500
	1	1,800		1	2,100
	1	1,600		2	2,000
	1	1,350		1	1,800
	3	1,200		1	1,400
Average salary		1,847		1	1,000
Instructors or assistants..	1	2,750	Average salary		1,829
	1	2,625	Assistant professors.....	1	1,800
	2	2,500		1	1,650
	2	2,300		2	1,540
	1	2,200		1	1,380
	1	2,100	Average salary		1,582
	1	2,000	Instructors or assistants..	1	2,300
	1	1,940		1	2,250
	1	1,900		1	2,200
	1	1,800		1	2,100
	1	1,700		2	2,000
	1	1,680		1	1,800
	1	1,550		1	1,799
	3	1,500		1	1,650
	3	1,400		1	1,600
	1	1,350		1	1,560
	1	1,320		2	1,500
	6	1,200		2	1,400
	2	1,100		2	1,300
	1	1,065		1	1,100
	1	1,050		2	1,000
	6	1,000		1	900
	1	900		1	500
	1	800	Average salary		1,543
Average salary		1,523	Manual training:		
Biology:			Directors	1	2,100
Professors	1	2,300		1	1,450
	1	2,035	Average salary		1,775
	1	1,900	Professors	1	2,300
	3	1,800		1	2,200
Average salary		1,939		1	1,800
Instructors or assistants..	1	2,750	Average salary		2,100
	1	2,180	Instructors	1	2,500
	1	2,100		2	2,100
	4	2,000		1	2,000
	2	1,980		4	1,800
	1	1,950		1	1,705
	1	1,850		5	1,700
	1	1,800		1	1,680
	1	1,750		1	1,630
	1	1,705		1	1,620
	1	1,630		3	1,600
	2	1,600		1	1,560
	1	1,550		1	1,540
	1	1,540		5	1,500
	1	1,500		1	1,485
	3	1,400		1	1,440
	1	1,375		3	1,400
	1	1,300		5	1,300
	2	1,200		7	1,200
				4	1,100
				1	1,080

1 Part time.

TABLE 42.—*Number and yearly salaries of officers, professors, and instructors in certain State normal schools—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Manual training—Continued.			Domestic science—Continued.		
Instructors.....	1	\$1,000	Instructors.....	1	900
	1	900		1	75
	1	870		1	75
	1	850		2	75
	1	780		3	75
	1	750		1	65
	1	675		2	65
Average salary.....		1,434		2	50
Assistants.....	1	1,300		1	40
	2	1,000	Average salary.....		67
	1	100	Assistants.....	1	55
Average salary.....		850		1	50
Woodwork:				1	50
Instructors.....	1	1,800		1	40
	1	1,400		1	30
	1	1,375		1	20
	1	1,000	Average salary.....		60
Average salary.....		1,344	Domestic art:		
Industrial work:¹			Professors or assistant pro- fessors.....	1	1,300
Instructors.....	1	1,650		1	1,200
	1	1,600		1	1,100
	1	1,540	Average salary.....		1,07
	2	800	Instructors.....	1	2,20
	1	750		1	1,00
	1	720		2	1,00
	1	400		3	1,00
Average salary.....		1,033		1	1,00
Home economics:				4	1,10
Professors or assistant pro- fessors.....	1	1,800		1	1,100
	2	1,400		2	1,000
	1	1,200		2	1,000
Average salary.....		1,450		2	800
Instructors.....	1	2,000		1	765
	2	1,800		1	750
	1	1,705		1	540
	1	1,620	Average salary.....		1,200
	3	1,500	Assistants.....	2	1,000
	2	1,350		1	800
	1	1,200		1	600
	1	1,100		1	375
	2	1,000	Average salary.....		735
	1	900	Commerce:		
	1	850	Directors.....	1	2,500
	1	750		1	1,465
	1	585	Average salary.....		1,085
Average salary.....		1,306	Professors or assistant pro- fessors.....	1	1,600
Assistants.....	1	1,200		1	1,500
	1	1,100		1	1,400
	1	900		2	800
	2	400	Average salary.....		1,234
Average salary.....		800	Instructors or assistants..	1	2,300
Domestic science:				1	1,705
Professors or assistant pro- fessors.....	2	1,500		1	1,700
	2	1,400		1	1,600
	1	1,300		2	1,450
	1	1,155		1	1,200
	1	900		1	1,000
	1	720		1	800
Average salary.....		1,234		2	680
Instructors.....	1	1,680		1	680
	1	1,500		1	600
	1	1,440		1	570
	1	1,400	Average salary.....		1,265
	2	1,300	Stenography:		
	1	1,260	Instructors.....	1	1,300
	6	1,200		1	1,200
	1	1,180		3	1,000
	1	1,150		1	800
	6	1,100		1	800
	1	1,080		1	650
	4	1,000	Average salary.....		977
	2	950			
	4	900			
	2	850			

¹ Part time.² Including carpentry, iron work, masonry, painting, printing, and smithing.

TABLE 42.—Number and yearly salaries of officers, professors, and instructors in certain State normal schools—Continued.

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Bookkeeping:			Music—Continued.		
Instructors.....	1	\$1,485	Assistants.....	1	\$1,650
	1	1,350		1	1,250
	1	1,000		2	1,100
	1	900		1	1,000
	1	500		3	900
Average salary.....		1,047		3	840
				1	700
Music:				3	600
Directors.....	1	2,400		1	840
	1	2,000		1	400
	1	1,620			868
	1	1,350	Average salary.....		
	2	1,200	Manual art:		
	1	1,100	Directors or professors....	1	2,300
	1	900		1	2,000
	1	800		1	1,900
Average salary.....		1,397		1	1,800
Professors.....	1	2,500		1	1,680
	1	2,400		1	1,200
	1	2,300	Average salary.....		1,813
	1	2,000	Instructors or assistants....	1	2,500
	1	1,800		1	1,800
	1	1,300		1	1,500
	2	1,200		4	1,400
	1	1,100		1	1,200
Average salary.....		1,758		1	900
Assistant professors.....	1	1,800		1	700
	1	1,400		1	700
	1	1,350	Average salary.....		1,426
	1	1,200	Art:		
	2	1,080	Professors or assistant pro-		
Average salary.....		1,318	fessors.....	1	1,560
Instructors.....	2	2,500		2	1,400
	1	2,300		2	1,200
	1	2,200		1	880
	1	2,000	Average salary.....		1,272
	1	1,900	Instructors.....	1	2,100
	1	1,740		2	2,000
	1	1,700		2	1,800
	1	1,600		1	1,650
	2	1,560		1	1,620
	1	1,540		1	1,595
	1	1,500		7	1,500
	1	1,485		3	1,400
	1	1,450		1	1,350
	1	1,440		2	1,300
	1	1,410		8	1,200
	4	1,400		6	1,000
	1	1,350		2	900
	2	1,300		1	850
	2	1,250		2	800
	10	1,200	Average salary.....		1,327
	1	1,150	Assistants.....	1	1,350
	1	1,110		1	1,200
	6	1,100		2	1,000
	1	1,050		1	880
	15	1,000		2	90
	4	900	Average salary.....		801
	1	870	Drawing:		
	3	850	Professors.....	1	1,800
	12	800		1	1,650
	1	775		1	1,600
	1	765		1	1,250
	2	750	Average salary.....		1,575
	2	748	Assistant professors.....	1	1,350
	7	700		1	1,200
	2	650		1	900
	4	600	Average salary.....		1,150
	1	550	Instructors.....	1	2,500
	1	500		1	2,300
	1	500		1	2,200
	1	400		1	2,100
	1	400		1	2,000
	1	315		1	1,850
	1	300		1	1,680
Average salary.....		1,063		1	1,620
				1	1,600

1 Part time.

TABLE 42.—*Number and yearly salaries of officers, professors, and instructors in certain State normal schools—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Drawing—Continued.			Physical training—Continued.		
Instructors.....	1	\$1,560	Instructors.....	2	\$1,130
	3	1,500		2	1,100
	2	1,400		5	1,000
	2	1,350		1	950
	1	1,320		4	900
	3	1,300		1	850
	1	1,250		3	800
	9	1,200		3	750
	6	1,100		4	700
	3	1,050		1	650
	4	1,000		2	600
	1	950	Average salary.....		1,167
	3	900	Assistants.....	1	1,100
	3	800		4	1,000
	1	720		3	800
	4	700		1	750
	1	500		1	600
	1	280		1	500
	1	225	Average salary.....		885
Average salary.....		1,203	Penmanship:		
Assistants.....	1	1,000	Instructors.....	2	2,300
	1	935		1	1,800
	1	900		1	1,700
	2	850		1	1,600
	1	800		1	1,500
Average salary.....		789		1	900
Physiology:				1	800
Instructors.....	1	2,500		1	770
	1	1,800		1	450
	1	1,700		1	200
	1	1,680	Average salary.....		1,220
	1	1,200	Reading:		
	1	900	Instructors.....	1	2,500
Average salary.....		1,630		1	1,700
Physical training:				2	1,600
Directors.....	1	2,200		1	1,440
	1	2,000		1	1,375
	2	1,800		1	1,320
	1	1,700		2	1,200
	1	1,650		1	1,100
	1	1,580		1	1,045
	1	1,500		1	1,000
	1	1,400		1	700
	1	1,350	Average salary.....		1,361
	1	1,300	Nature study:		
	1	1,140	Instructors.....	1	2,300
	1	1,100		1	2,000
	1	1,050		1	1,830
	1	1,000		1	1,620
	1	900		1	1,200
	2	800		1	1,000
	1	240	Average salary.....		1,658
Average salary.....		1,392	Methods:		
Professors or assistant pro-			Supervisors.....	1	2,300
fessors.....	1	3,000		4	1,000
	1	1,900	Average salary.....		1,240
	1	1,800	Professors.....	1	3,000
	1	1,200		1	2,500
Average salary.....		1,975		1	1,600
Instructors.....	1	1,900		1	1,300
	3	1,800	Average salary.....		2,100
	1	1,700	Instructors.....	1	1,400
	1	1,650		1	1,200
	1	1,620		1	1,000
	3	1,600	Average salary.....		1,200
	3	1,500	Primary methods:		
	1	1,452	Professors or assistant pro-		
	1	1,440	fessors.....	1	1,400
	1	1,410		1	1,350
	2	1,400	Average salary.....		1,375
	1	1,330	Instructors.....	1	1,400
	1	1,320		1	1,200
	2	1,300		1	900
	1	1,250	Average salary.....		1,167
	1	1,250			
	5	1,200			

1 Part time.

TABLE 42.—*Number and yearly salaries of officers, professors, and instructors in certain State normal schools—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Rural school department:			Training or practice schools—		
Directors or principals...	1	\$2,750	Continued.		
	1	2,000	Critic teachers.....	4	\$300
	1	1,900		5	250
	2	1,800		10	200
Average salary.....		2,060	Average salary.....		835
Instructors or assistants...	1	2,100	Instructors.....	1	2,430
	1	1,800		1	2,400
	1	1,440		1	2,300
	1	1,350		1	2,250
	1	1,200		2	1,900
	1	1,115		9	1,560
	1	600		1	1,550
Average salary.....		1,358		1	1,500
Training or practice schools:				1	1,440
Supervisors.....	1	3,000		4	1,400
	1	2,500		4	1,350
	3	2,400		1	1,340
	1	2,200		16	1,300
	1	2,180		2	1,200
	1	2,100		1	1,150
	1	2,000		1	1,100
	1	1,850		1	1,080
	1	1,700		1	1,050
	1	1,680		1	1,035
	1	1,608		18	800
	1	1,595		1	750
	1	1,500		1	690
	6	1,200		1	675
	1	950		4	650
	1	900		1	600
Average salary.....		1,770		1	520
Assistant supervisors.....	2	1,500		4	480
	1	1,050		1	400
Average salary.....		1,350		1	380
Deans, directors, or prin-				1	350
cipals.....	1	2,450		8	313
	1	2,400		1	200
	1	2,300	Average salary.....		1,061
	1	2,200	Assistants.....	2	1,000
	1	2,180		1	550
	1	2,000	Average salary.....		850
	2	1,800	Model schools:		
	1	1,700	Supervisors.....	1	2,280
	1	1,600		2	1,800
	1	1,500		5	1,620
	1	1,200		5	1,500
	2	1,000		2	1,440
	1	900		3	1,400
	1	363		1	1,350
Average salary.....		1,648		1	1,250
Critic teachers.....	1	2,000		3	1,200
	1	1,580		1	900
	2	1,400	Average salary.....		1,488
	1	1,350	Directors or principals....	1	2,500
	1	1,342		1	2,300
	1	1,320		1	2,000
	2	1,300		1	1,705
	1	1,287		1	1,700
	4	1,210		1	1,600
	13	1,200		2	1,500
	2	1,150		3	1,400
	4	1,110		1	1,350
	8	1,100		1	1,342
	1	1,080		1	1,300
	4	1,050		3	1,200
	12	1,000		2	1,100
	3	990		1	1,050
	2	950		1	1,000
	13	900		1	900
	5	800		1	800
	2	785		1	750
	1	750	Average salary.....		1,387
	1	720	Instructors.....	2	1,600
	1	630		2	1,500
	5	600		1	1,440
	12	450		4	1,400
	3	400		5	1,320
	3	360		2	1,300

TABLE 42.—*Number and yearly salaries of officers, professors, and instructors in certain State normal schools—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Model schools—Continued.			Model schools—Continued.		
Instructors	2	\$1,250	Instructors.....	1	\$650
	11	1,200		1	65
	14	1,150		5	60
	1	1,110		1	56
	13	1,100		1	55
	3	1,080		3	540
	6	1,050		1	500
	18	1,000		4	440
	8	950		1	330
	21	900	Average salary		900
	2	850	Assistants.....	1	1,300
	1	840		4	1,300
	16	800		2	1,000
	1	765		1	950
	1	750		1	900
	1	720		2	800
	4	700		3	730
	5	650	Average salary		900

CHAPTER VII.

TRADE, MANUAL TRAINING, AND INDUSTRIAL SCHOOLS.

The 96 schools represented in this chapter are among those listed in the Report of the Commissioner of Education for 1912, Volume II, pages 538-549. The list comprises a variety of institutions, and the only element that is common to all of them is a vocational tendency, more or less pronounced. It includes agricultural schools, southern schools for negro pupils, corporation schools, trade schools, domestic science schools, public manual training schools, vocational schools, and industrial schools of many sorts. In the aggregate they perform an important part of the country's educational work, and no general discussion of salaries would be complete without them. It is unfortunate that a closer classification is not practicable.

TABLE 43.—*Number and yearly salaries of instructors in certain trade, manual training, or industrial schools, principally of secondary grade.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Principals.....	1	\$5,500	Modern languages:		
	1	5,000	Instructors.....	1	\$1,800
	1	4,200		1	1,700
	1	4,000		1	1,600
	1	3,900		5	1,500
	1	3,800		2	1,400
	1	3,600		2	1,350
	1	3,500		2	1,250
	2	3,300		1	1,200
	8	3,000		1	1,100
	2	2,800		2	1,000
	1	2,700		2	950
	5	2,500		2	900
	3	2,240		2	800
	1	2,200		1	750
	7	2,100		1	735
	6	2,000	Average salary.....		1,219
	1	1,920	Latin:		
	1	1,900	Instructors.....	1	1,800
	7	1,800		1	1,500
	1	1,720		1	1,300
	1	1,700		1	1,150
	4	1,600		1	1,100
	1	1,550		2	1,000
	1	1,500		1	800
	1	1,400		1	700
	2	1,300		1	540
	1	1,210		1	450
	1	1,200	Average salary.....		1,080
	1	1,080	English:		
	1	1,020	Instructors.....	1	3,100
	1	840		1	2,200
	1	780		1	2,000
	1	620		2	1,600
	1	616		8	1,500
	1	560		7	1,400
Average salary.....		2,253		1	1,350

¹ Part time.

TABLE 43.—*Number and yearly salaries of instructors in certain trade, manual training, or industrial schools, principally of secondary grade—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
English—Continued.			Mathematics—Continued.		
Instructors	2	\$1,320	Instructors.....	1	\$1,000
	7	1,300		3	1,000
	1	1,290		1	950
	6	1,200		5	900
	1	1,150		1	850
	1	1,128		1	795
	1	1,125		1	741
	1	1,100		1	650
	1	1,070		1	630
	1	1,020		3	600
	2	1,000		2	500
	3	950		1	380
	1	900		1	230
	1	840		1	300
	4	800	Average salary.....		1,292
	1	750	Assistants.....	1	700
	1	720		1	500
	2	700	Average salary.....		600
	2	660	Academic subjects:		
	2	600	Instructors.....	1	1,000
	1	500		1	1,300
	1	400		1	1,000
	1	380		1	1,133
	1	320		2	1,000
	1	300		1	1,000
	1	120		4	1,000
	1	100		3	900
Average salary.....		1,129		3	850
Assistants.....	1	700		2	840
	1	630		5	800
	1	600		1	790
	1	555		1	780
	1	300		1	770
Average salary.....		557		3	750
History:				3	741
Instructors.....	1	2,000		1	720
	2	1,800		1	715
	1	1,700		2	700
	2	1,500		1	640
	6	1,400		2	620
	1	1,380		1	610
	1	1,350		2	600
	2	1,200		1	585
	1	1,150		1	570
	1	1,100		4	550
	2	900		3	540
	1	840		1	520
	1	810		2	500
	1	750		3	490
	1	741		1	480
	1	675		4	450
	2	630		1	420
	1	600		3	400
	2	500		1	360
	1	450		2	350
	1	380		5	320
Average salary.....		1,076		3	300
Mathematics:				3	280
Instructors.....	1	2,800		9	240
	1	2,200		2	200
	2	2,000	Average salary.....		629
	1	1,850	Kindergartens:		
	8	1,800	Instructors.....	1	800
	2	1,700		1	750
	2	1,650		1	700
	1	1,600		1	450
	1	1,580	Average salary.....		675
	11	1,500	Engineering: ²		
	4	1,400	Instructors.....	1	3,000
	2	1,350		1	2,800
	3	1,300		1	2,000
	8	1,200		1	1,900
	1	1,150		3	1,800
	3	1,100		2	1,700
	1	1,070			

¹ Part time.² Including civil engineering, electrical engineering mechanical engineering, steam engineering, operating engineering, agricultural engineering, and machine design.

TABLE 43.—Number and yearly salaries of instructors in certain trade, manual training, or industrial schools, principally of secondary grade—Continued.

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Engineering—Continued.			Biology (including botany)—Continued.		
Instructors.....	1	\$1,620	Instructors.....	1	\$1,600
	1	1,600		2	1,400
	5	1,500		2	1,200
	1	1,400		1	850
	1	1,380			1,411
	1	1,350			
	3	1,300	Average salary.....		
	3	1,200			
	2	1,100	Agriculture: ¹	1	2,300
	1	1,000	Instructors.....	1	2,250
	2	900		2	1,800
	1	840		2	1,750
	1	600		4	1,500
Average salary.....		1,501		3	1,300
Sciences:				3	1,200
Instructors.....	1	2,200		1	1,100
	1	1,700		1	1,020
	1	1,600		2	1,000
	5	1,500		1	950
	3	1,400		3	900
	1	1,350		1	837
	2	1,300		1	800
	4	1,200		1	720
	1	1,100		1	700
	2	1,000		1	600
	1	960			1,261
	1	900	Average salary.....		
	1	846			
	1	800	Animal husbandry:	1	2,000
	1	477	Instructors.....	1	1,680
Average salary.....		1,271		2	1,500
Physics:				1	1,450
Instructors.....	1	2,200		1	1,440
	3	1,800		2	1,300
	1	1,700		4	1,200
	1	1,500		1	1,020
	3	1,300		2	1,000
	1	1,070		1	700
	1	1,050		1	500
	1	350			1,246
Average salary.....		1,431	Average salary.....		
Electricity:					
Instructors.....	1	1,650	Horticulture:	1	1,600
	2	1,500	Instructors.....	1	1,300
	1	1,300		1	1,200
	1	1,225		1	1,150
	4	1,200		1	1,080
	1	1,020		1	1,020
	1	200		1	1,000
	1	80		1	840
Average salary.....		1,107		1	800
Assistants.....	1	1,200			1,110
	1	700	Average salary.....		
Average salary.....		950			
Chemistry:			Agronomy:	1	1,300
Instructors.....	1	3,000	Instructors.....	1	1,250
	4	1,900		1	1,200
	1	1,800		1	1,000
	1	1,700		1	800
	1	1,680			1,110
	1	1,550	Average salary.....	1	1,800
	1	1,500			
	2	1,400	Farm superintendents.....	1	1,300
	2	1,200		1	1,250
	1	1,080		1	1,000
	1	700		2	900
	1	200		1	800
Average salary.....		1,512		2	600
Assistants.....	1	1,200		1	480
	1	900		1	270
	1	720			963
	1	500	Average salary.....		
Average salary.....		830			
Biology (including botany):			Manual training:	1	2,100
Instructors.....	1	1,800	Instructors.....	1	1,900
	1	1,700		2	1,800
	1	1,650		1	1,500
				1	1,200
				1	1,110
				1	1,100
				1	1,020

¹ Including soil physics, farm crops, farm mechanics, and farm demonstration.² Part time.

TABLE 43.—*Number and yearly salaries of instructors in certain trade, manual training, or industrial schools, principally of secondary grade—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Manual training—Continued.			Printing—Continued.		
Instructors.....	1	\$800	Instructors.....	1	\$1,200
	1	850		1	1,200
	1	900		1	900
	1	500		1	320
Average salary.....		1,200	Average salary.....		1,133
Manual art:			Plumbing:		
Instructors.....	1	2,500	Instructors.....	1	1,900
	1	2,000		1	1,800
	1	1,700		1	1,300
	3	1,500		1	1,150
	1	1,450		1	1,100
	1	1,440	Average salary.....		1,433
	2	1,200	Trades (miscellaneous): ¹		
	2	1,000	Instructors.....	1	1,900
	1	900		1	1,800
	1	600		1	1,750
Average salary.....		2,105		1	1,600
Machine shop:				3	1,500
Instructors.....	1	2,000		1	1,400
	2	1,800		1	1,100
	1	1,725		1	1,050
	1	1,720		2	1,020
	2	1,600		1	900
	7	1,500	Average salary.....		1,300
	1	1,430	Domestic science:		
	2	1,400	Instructors.....	1	1,700
	2	1,300		1	1,300
	1	1,250		1	1,200
	1	1,200		1	1,150
	6	1,200		1	1,100
	2	1,140		4	1,000
	2	1,100		1	850
	1	950		5	800
	1	935		1	855
	1	900		1	855
	1	800		1	850
	1	180		1	800
Average salary.....		1,322		1	750
Carpentry:				1	710
Instructors.....	1	2,100		1	700
	1	2,050		1	650
	1	2,000		1	650
	1	1,900		1	600
	2	1,800		1	550
	1	1,670		3	540
	11	1,500		1	505
	4	1,400		1	500
	3	1,350		1	450
	1	1,300		1	380
	4	1,200		1	300
	1	1,140	Average salary.....		813
	2	1,100	Domestic economy:		
	2	1,000	Instructors.....	1	1,300
	1	900		3	1,200
	2	800		1	900
	1	650		1	875
	1	500		3	800
	1	432	Average salary.....		1,008
	1	300	Domestic art:		
Average salary.....		1,314	Instructors.....	1	1,500
Metal work:				1	1,500
Instructors.....	1	1,600		1	1,400
	1	1,200		1	1,150
	1	900		1	1,100
	1	650		2	1,000
Average salary.....		1,088		1	900
Forging:				1	800
Instructors.....	1	1,560		1	700
	3	1,500		1	683
	1	1,400		1	630
	1	900		1	500
	1	320	Average salary.....		994
Average salary.....		1,240	Assistants.....	1	700
Printing:				1	500
Instructors.....	1	1,800		1	300
	1	1,500	Average salary.....		500
	1	1,300			

¹ Including automobile repair, painting, bricklaying, molding, technical work, shoe shop, and vocational.

TABLE 43.—*Number and yearly salaries of instructors in certain trade, manual training, or industrial schools, principally of secondary grade—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Sewing:			Textiles:¹		
Instructors.....	1	\$1,680	Instructors.....	2	\$2,800
	1	1,560		1	2,400
	1	1,500		2	2,200
	1	1,200		1	1,900
	3	1,140		4	1,800
	1	1,080		1	1,650
	1	1,020		1	1,600
	1	1,000		2	1,500
	2	950		2	1,200
	2	900		1	1,020
	1	850		2	1,000
	1	857		1	980
	1	800		1	825
	5	780		1	800
	1	750	Average salary.....		1,664
	1	741			
	2	720	Music:		
	4	700	Instructors.....	1	1,800
	1	540		1	1,650
	1	500		1	1,500
	1	460		2	1,200
	1	450		1	1,050
	1	300		1	1,020
	1	240		3	1,000
	1	220		2	900
	1	180		1	840
	1	160		3	810
	1	150		1	780
	1	100		1	750
Average salary.....	1	872		2	700
Cooking:				1	675
Instructors.....	1	1,500		3	600
	1	1,300		1	540
	1	1,200		3	500
	1	1,140		1	280
	1	1,020		1	260
	2	900		1	220
	3	800	Average salary.....	2	156
	2	720			796
	1	600	Art:		
	1	540	Instructors.....	1	1,500
	1	100		2	1,400
Average salary.....	1	924		1	1,200
Millinery:				2	1,150
Instructors.....	1	1,560		1	1,100
	1	780		6	1,000
	1	741		1	950
	2	720		1	845
	1	700		1	800
	1	240		1	735
	1	150		1	700
Average salary.....	1	780		1	500
Commercial branches:				1	300
Instructors.....	1	1,800	Average salary.....		992
	1	1,680			
	1	1,500	Architectural drawing:		
	2	1,200	Instructors.....	1	1,500
	1	1,050		1	1,000
	1	1,020		1	800
	3	900		1	540
	1	720		1	500
	1	500		1	375
	1	120	Average salary.....	1	300
Average salary.....		1,038			800
Stenography and typewriting:			Drawing:		
Instructors.....	1	1,680	Instructors.....	1	2,050
	1	1,400		1	1,950
	1	1,200		1	1,900
	1	1,080		1	1,600
	1	900		4	1,500
	1	800		2	1,400
	1	720		1	1,320
	1	360		2	1,300
Average salary.....		1,018		9	1,200

¹ Part time.² Including textile design, woolen department, cotton department, weaving and designing, dyeing, hand looms, power weaving, jacquard weaving, knitting, finishing department, carding and spinning, and weaving and cloth analysis.

TABLE 43.—*Number and yearly salaries of instructors in certain trade, manual training, or industrial schools, principally of secondary grade—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Drawing—Continued.			Jewelry work:		
Instructors.....	3	\$1,100	Instructors.....	1	\$2,500
	2	1,000		1	1,200
	3	900		1	1,200
	3	800		1	1,100
	1	630		2	1,000
	1	525		1	1,000
	1	500		3	800
	1	450	Average salary.....		1,294
	1	432	Physical training:		
	1	400	Instructors.....	1	2,300
	1	350		1	1,800
	1	120		1	1,500
	2	100		1	1,200
Average salary.....		1,116		3	1,200
Mechanical drawing:				1	1,000
Instructors.....	1	2,100		1	1,000
	1	2,050		1	975
	1	1,800		1	900
	1	1,550		1	850
	3	1,300		1	800
	1	1,200		1	750
	1	920		1	75
	1	800		1	60
	1	750		1	60
	1	500		1	60
	2	300		2	30
	1	150		1	20
Average salary.....		1,021	Average salary.....		1,000

¹ Part time.

CHAPTER VIII.

SCHOOLS FOR SPECIAL CLASSES OF PUPILS.

This chapter includes the reports of 39 schools for the blind and for the deaf, 27 State schools for the feeble-minded (only six were not reported), and 45 State industrial schools of the total of 116.

A large proportion of the employees of these institutions are not rated as teachers. It is intended to include in the tables only those who are directly connected with the work of instruction.

TABLE 44.—*Number and salaries of officers and instructors in certain State schools for the deaf and blind.*

Subject and title.	Number	Salary.	Subject and title.	Number	Salary.
Superintendents.....	1	\$4,800	Geography:		
	1	4,060	Instructors.....	1	\$1,080
	1	3,500		1	800
	1	2,900	Average salary.....		940
	1	2,800	Literary department:		
	2	2,100	Instructors.....	1	1,200
	1	2,000		5	900
	1	1,370		9	800
	1	1,800		1	700
Average salary.....		2,662		1	600
School principals.....	1	2,000		1	250
	1	1,950	Average salary.....		803
	1	1,920	Academic subjects:		
	2	1,800	Instructors.....	1	1,600
	1	1,500		4	1,500
	1	1,200		1	1,450
	1	1,100		5	1,300
	1	1,050		1	1,250
	1	1,010		5	1,200
	1	1,000		12	1,100
Average salary.....		1,485		5	1,050
English:				11	1,100
Instructors.....	1	1,300		2	950
	1	1,280		28	950
	1	950		1	930
	2	900		16	900
	1	850		1	885
	1	700		11	875
Average salary.....		980		21	850
History:				3	840
Instructors.....	1	1,300		1	825
	1	1,280		1	818
	1	1,150		1	812
	1	1,050		1	810
	1	960		26	800
	1	900		1	780
	1	875		5	775
	1	800		1	760
	1	700		11	750
Average salary.....		998		1	730
Mathematics:				1	728
Instructors.....	1	1,300		3	725
	1	960		1	720
	1	900		1	705
	1	875		11	700
	1	850		6	675
	2	700		6	660
	1	650		9	650
Average salary.....		887		9	600

TABLE 44.—*Number and salaries of officers and instructors in certain State schools for the deaf and blind—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Academic subjects—Contd.			Blind department—Contd.		
Instructors.....	1	\$570	Instructors.....	3	\$972
	5	500		1	850
	1	450		3	850
	2	400	Average salary.....		1,121
Average salary.....		850	Industrial department:		
Kindergartens:			Instructors.....	1	810
Instructors.....	3	1,100		3	800
	1	1,080		1	750
	3	900		1	720
	1	850		1	675
	1	840		2	660
	2	800		1	600
	1	750		1	570
	1	720		2	530
	1	700		1	380
	1	650	Average salary.....		663
	1	540	Manual training:		
	1	500	Instructors.....	1	1,500
Average salary.....		837		1	1,300
Speech and language:				1	1,200
Instructors.....	1	1,080		1	900
	1	1,020		1	800
	1	960		1	894
	2	900		1	832
	5	840		2	800
	2	660		3	700
	1	600		1	650
Average salary.....		845		2	600
Deaf department:				11	386
Instructors.....	1	2,000	Average salary.....		363
	1	1,530	Carpentry:		
	1	1,396	Instructors.....	1	1,500
	1	1,300		1	1,264
	1	1,200		1	1,080
	6	972		1	1,050
	1	954		4	900
	2	927		1	800
	1	900		1	260
	1	700	Average salary.....		957
	1	672	Printing:		
Average salary.....		1,078	Instructors.....	1	1,300
Oral department:				1	1,100
Instructors.....	1	2,500		1	1,080
	1	1,800		1	950
	1	1,300		1	900
	1	1,200		1	850
	1	1,020		1	832
	1	960		1	750
	7	900		1	700
	10	840		1	660
	4	800	Average salary.....		912
	2	750	Trades (miscellaneous) ²	1	1,200
	1	700		1	1,000
	1	600		1	900
	2	550		2	850
	1	500		1	800
Average salary.....		1,152		1	720
Manual department:				1	650
Instructors.....	5	1,400		3	600
	1	1,330		11	270
	4	1,300		1	72
	3	1,250	Average salary.....		704
	1	1,200	Domestic science:		
	1	1,100	Instructors.....	1	1,020
	1	1,050		1	1,000
	1	975		1	850
	2	900		1	780
	1	840		2	730
	1	780		1	720
	1	705		3	700
Average salary.....		1,172		1	600
Blind department:				1	650
Instructors.....	1	1,746		1	600
	2	1,500		1	500
	1	1,020	Average salary.....		722

¹ Part time.² Including painting, barbering, shopwork, blacksmithing, broommaking, and shoemaking.

TABLE 44.—*Number and salaries of officers and instructors in certain State schools for the deaf and blind—Continued.*

Subject and title.	Number.	Salary.	Subject and title.	Number.	Salary.
Domestic art:			Music—Continued.		
Instructors.....	1	\$1,500	Instructors.....	2	\$810
	1	1,100		8	800
	1	1,050		1	795
	2	900		1	780
	2	850		1	765
	4	800		10	750
	1	780		1	728
	1	758		1	725
	1	720		7	675
	1	700		1	650
	1	675		4	600
	1	657		1	575
	2	650		1	575
	1	550		3	540
	1	540		1	500
	2	500		1	400
	1	350	Average salary.....		798
	1	250			
Average salary.....		745	Drawing:		
Bookkeeping and typewriting:			Instructors.....	1	1,500
Instructors.....	1	850		1	900
	1	800		1	750
	1	720		1	650
	1	675	Average salary.....		828
	1	600			
	1	490	Art:		
Average salary.....		688	Instructors.....	1	1,100
Music:				1	950
Directors.....	1	2,000		1	800
	1	1,350		1	775
	2	1,200	Average salary.....		600
	1	1,110			847
	1	1,100	Physical training:		
	1	900	Instructors.....	2	1,200
Average salary.....		1,268		2	1,050
Instructors.....	1	1,300		1	1,000
	4	1,200		1	950
	1	1,100		1	900
	1	1,050		1	725
	1	1,000		2	700
	1	888		11	600
	11	900		1	540
	3	850		1	300
	1	840		11	175
			Average salary.....		820

1 Part time.

TABLE 44.—Number and salaries of officers and teachers in certain schools for the year 1910-11.

Subject and title.	Number.	Salary.
Academic subjects—Cont		
Instructors.....	2	\$720
Average salary.....	1	710
Kindergartens:		
Instructors....	4	708
Average salary.....	1	680
Trades (miscellaneous): ¹		
Instructors.....	1	685
Average salary.....	5	680
Domestic science:		
Instructors.....	4	630
Average salary.....	1	600
Domestic art:		
Instructors.....	2	430
Average salary.....	2	363
Music:		
Instructors.....	1	800
Average salary.....	1	795
Manual training—Continued.		
Instructors.....	1	790
Average salary.....	3	720
Trades (miscellaneous): ¹		
Instructors.....	1	700
Average salary.....	2	600
Domestic science:		
Instructors.....	1	620
Average salary.....	1	600
Domestic art:		
Instructors.....	1	840
Average salary.....	1	830
Music:		
Instructors.....	1	800
Average salary.....	1	795
Manual training:		
Instructors.....	1	770
Average salary.....	3	750
Manual training:		
Instructors.....	1	740
Average salary.....	1	732

¹ Including brush making, mattress making, printing, tinsmithing, woodwork, carpentry, rug making, and upholstering.² Part time.

TABLE 45.—*Number and salaries of officers and instructors in certain schools for the feeble-minded—Continued.*

Subject and title.	Number.	Salary.	Subject and title.	Number.	Salary.
Physical training:			Miscellaneous: ¹		
Instructors.....	1	\$1,020	Instructors.....	2	\$330
	1	950		1	710
	2	850		1	700
	1	800		1	625
	1	770		1	600
	1	750	Average salary.....		716
	1	710			
	2	700			
	2	650			
Average salary.....	2	783			

¹ Including weaving, drawing, net weaving, articulation, and writer press.

TABLE 43.—*Number and yearly salaries of instructors in certain trade, manual training, or industrial schools, principally of secondary grade—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Manual training—Continued.			Printing—Continued.		
Instructors.....	1	\$900	Instructors.....	1	\$1,250
	1	850		1	1,200
	1	600		1	900
	1	500		1	320
Average salary.....		1,200	Average salary.....		1,158
Manual art:			Plumbing:		
Instructors.....	1	2,500	Instructors.....	1	1,900
	1	2,000		1	1,800
	1	1,700		1	1,300
	3	1,500		1	1,150
	1	1,450		1	1,140
	1	1,440		1	1,458
	2	1,200	Average salary.....		
	2	1,000	Trades (miscellaneous): ¹		
	1	900	Instructors.....	1	1,900
	1	600		1	1,800
Average salary.....		2,106		1	1,750
Machine shop:				1	1,650
Instructors.....	1	2,000		3	1,300
	2	1,800		1	1,400
	1	1,725		1	1,140
	1	1,720		1	1,050
	2	1,600		2	1,000
	7	1,500		1	900
	1	1,430	Average salary.....		1,397
	2	1,400	Domestic science:		
	2	1,300	Instructors.....	1	1,700
	1	1,250		1	1,300
	6	1,200		1	1,200
	2	1,140		1	1,150
	2	1,100		1	1,100
	1	950		4	1,000
	1	925		1	950
	1	900		5	900
	1	800		1	855
	1	800		1	855
	1	180		1	850
Average salary.....		1,322		1	800
Carpentry:				1	750
Instructors.....	1	2,100		1	710
	1	2,050		1	700
	1	2,000		1	683
	1	1,900		1	630
	2	1,800		1	600
	1	1,670		1	560
	11	1,500		3	540
	4	1,400		1	505
	3	1,350		1	500
	1	1,300		1	450
	4	1,200		1	360
	1	1,140		1	300
	2	1,100	Average salary.....		813
	2	1,000	Domestic economy:		
	1	900	Instructors.....	1	1,300
	2	800		3	1,200
	1	550		1	900
	1	500		1	875
	1	432		3	800
	1	300	Average salary.....		1,008
Average salary.....		1,314	Domestic art:		
Metal work:			Instructors.....	1	1,500
Instructors.....	1	1,600		1	1,500
	1	1,200		1	1,400
	1	900		1	1,150
	1	650		1	1,100
Average salary.....		1,088		2	1,000
Forging:				1	900
Instructors.....	1	1,560		1	800
	3	1,500		1	700
	1	1,400		1	683
	1	900		1	630
	1	320		1	500
Average salary.....		1,240	Average salary.....		994
Printing:			Assistants.....	1	700
Instructors.....	1	1,600		1	500
	1	1,500		1	300
	1	1,300	Average salary.....		500

¹ Including automobile repair, painting, bricklaying, molding, technical work, shoe shop, and vocational.

TABLE 43.—*Number and yearly salaries of instructors in certain trade, manual training, or industrial schools, principally of secondary grade—Continued.*

Subject and title.	Num-ber.	Salary.	Subject and title.	Num-ber.	Salary.
Sewing:			Textiles:²		
Instructors.....	1	\$1,680	Instructors.....	2	\$2,800
	1	1,560		1	2,400
	1	1,500		2	2,200
	3	1,200		1	1,800
	3	1,140		4	1,800
	1	1,080		1	1,650
	1	1,020		1	1,600
	1	1,000		2	1,500
	2	950		2	1,200
	3	900		1	1,020
	2	850		2	1,000
	1	837		1	980
	1	800		1	825
	5	780		1	800
	1	750	Average salary.....		1,664
	1	741			
	2	720	Music:		
	4	700	Instructors.....	1	1,800
	1	540		1	1,650
	1	500		1	1,500
	1	460		2	1,200
	1	450		1	1,050
	1	300		1	1,020
	1	240		3	1,000
	1	220		2	900
	1	180		1	840
	1	160		3	810
	1	150		1	780
	1	100		1	750
Average salary.....		872		2	700
Cooking:				1	675
Instructors.....	1	1,500		3	600
	1	1,300		1	540
	1	1,200		3	500
	1	1,140		1	280
	1	1,020		1	260
	2	900		1	220
	3	800	Average salary.....	2	155
	2	720			795
	1	600			
	1	540	Art:		
Average salary.....	1	100	Instructors.....	1	1,500
	2	924		2	1,400
Millinery:				1	1,200
Instructors.....	1	1,560		2	1,150
	1	780		1	1,100
	1	741		6	1,000
	2	720		1	950
	1	700		1	845
	1	240		1	800
	1	150		1	735
Average salary.....	1	780		1	700
Commercial branches:				1	500
Instructors.....	1	1,800		1	300
	1	1,680	Average salary.....		992
	1	1,500			
	2	1,200	Architectural drawing:		
	1	1,050	Instructors.....	1	1,500
	1	1,020		1	1,000
	3	900		1	800
	1	720		1	540
	1	500		1	500
	1	120		1	375
Average salary.....		1,038	Average salary.....	1	200
Stenography and typewriting:					800
Instructors.....	1	1,680	Drawing:		
	1	1,400	Instructors.....	1	2,050
	1	1,200		1	1,950
	1	1,080		1	1,900
	1	900		1	1,600
	1	800		4	1,500
	1	720		2	1,400
	1	360		1	1,320
Average salary.....		1,018		1	1,300
				9	1,200

¹ Part time.² Including textile design, woolen department, cotton department, weaving and designing, dyeing, hand looms, power weaving, jacquard weaving, knitting, finishing department, carding and spinning, and weaving and cloth analysis.

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- *No. 7. State school systems: II. Legislation and judicial decisions relating to public education, Oct. 1, 1906, to Oct. 1, 1908. Edward C. Elliott. 30 cts.
- No. 8. Statistics of State universities and other institutions of higher education partially supported by the State, 1907-8.

1909.

- *No. 1. Facilities for study and research in the offices of the United States Government in Washington, Arthur T. Hadley. 10 cts.
- No. 2. Admission of Chinese students to American colleges. John Fryer.
- *No. 3. Daily meals of school children. Caroline L. Hunt. 10 cts.
- †No. 4. The teaching staff of secondary schools in the United States; amount of education, length of experience, salaries. Edward L. Thorndike.
- No. 5. Statistics of public, society, and school libraries in 1908.
- *No. 6. Instruction in the fine and manual arts in the United States. A statistical monograph. Henry T. Bailey. 15 cts.
- No. 7. Index to the Reports of the Commissioner of Education, 1867-1907.
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- No. 9. Bibliography of education for 1908-9.
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1910.

- No. 1. The movement for reform in the teaching of religion in the public schools of Saxony. Arley B. Shaw.
- No. 2. State school systems: III. Legislation and judicial decisions relating to public education, Oct. 1, 1908, to Oct. 1, 1909. Edward C. Elliott.
- †No. 3. List of publications of the United States Bureau of Education, 1867-1910.
- *No. 4. The biological stations of Europe. Charles A. Kofoid. 50 cts.
- *No. 5. American schoolhouses. Fletcher B. Dresslar. 75 cts.
- †No. 6. Statistics of State universities and other institutions of higher education partially supported by the State, 1909-10.

1911.

- *No. 1. Bibliography of science teaching. 5 cts.
- No. 2. Opportunities for graduate study in agriculture in the United States. A. C. Monahan.
- *No. 3. Agencies for the improvement of teachers in service. William C. Ruediger. 15 cts.
- *No. 4. Report of the commission appointed to study the system of education in the public schools of Baltimore. 10 cts.
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- *No. 7. Undergraduate work in mathematics in colleges and universities. 5 cts.
- *No. 8. Examinations in mathematics, other than those set by the teacher for his own classes. 5 cts.
- No. 9. Mathematics in the technological schools of collegiate grade in the United States.
- †No. 10. Bibliography of education for 1909-10.
- †No. 11. Bibliography of child study for the years 1908-9.
- *No. 12. Training of teachers of elementary and secondary mathematics. 5 cts.
- *No. 13. Mathematics in the elementary schools of the United States. 15 cts.
- *No. 14. Provision for exceptional children in the public schools. J. H. Van Sickle, Lightner Witmer, and Leonard P. Ayres. 10 cts.
- *No. 15. Educational system of China as recently reconstructed. Harry E. King. 15 cts.
- *No. 16. Mathematics in the public and private secondary schools of the United States. 15 cts.
- †No. 17. List of publications of the United States Bureau of Education, October, 1911.
- *No. 18. Teachers' certificates issued under general State laws and regulations. Harlan Updegraff. 20 cts.
- No. 19. Statistics of State universities and other institutions of higher education partially supported by the State, 1910-11.

1912.

- *No. 1. A course of study for the preparation of rural-school teachers. Fred Mutchler and W. J. Craig. 5 cts.
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- *No. 3. Report of committee on uniform records and reports. 5 cts.
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- *No. 6. Agricultural education in secondary schools. 10 cts.
- *No. 7. Educational status of nursing. M. Adelaide Nutting. 10 cts.
- *No. 8. Peace day. Fannie Fern Andrews. [Later publication, 1913, No. 12.] 5 cts.
- *No. 9. Country schools for city boys. William S. Myers. 10 cts.
- *No. 10. Bibliography of education in agriculture and home economics. 10 cts.
- †No. 11. Current educational topics, No. I.
- *No. 12. Dutch schools of New Netherland and colonial New York. William H. Kilpatrick.
- *No. 13. Influences tending to improve the work of the teacher of mathematics. 5 cts.
- *No. 14. Report of the American commissioners of the international commission on the teaching of mathematics. 10 cts.
- †No. 15. Current educational topics, No. II.
- *No. 16. The reorganized school playground. Henry S. Curtis. 5 cts.
- *No. 17. The Montessori system of education. Anna T. Smith. 5 cts.
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- *No. 19. Professional distribution of college and university graduates. Bailey B. Burritt. 10 cts.
- *No. 20. Readjustment of a rural high school to the needs of the community. H. A. Brown. 10 cts.
- *No. 21. Urban and rural common-school statistics. Harlan Updegraff and William R. Hood. 5 cts.
- No. 22. Public and private high schools.
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- *No. 24. Current educational topics, No. III. 5 cts.
- *No. 25. List of publications of the United States Bureau of Education, 1912.
- †No. 26. Bibliography of child study for the years 1910-1911.
- No. 27. History of public-school education in Arkansas. Stephen B. Weeks.
- *No. 28. Cultivating school grounds in Wake County, N. C. Zebulon Judd. 5 cts.
- No. 29. Bibliography of the teaching of mathematics, 1900-1912. David Eugene Smith and Charles Goldsither.
- No. 30. Latin-American universities and special schools. Edgar E. Brandon.
- No. 31. Educational directory, 1912.
- No. 32. Bibliography of exceptional children and their education. Arthur MacDonald.
- †No. 33. Statistics of State universities and other institutions of higher education partially supported by the State, 1912.

1913.

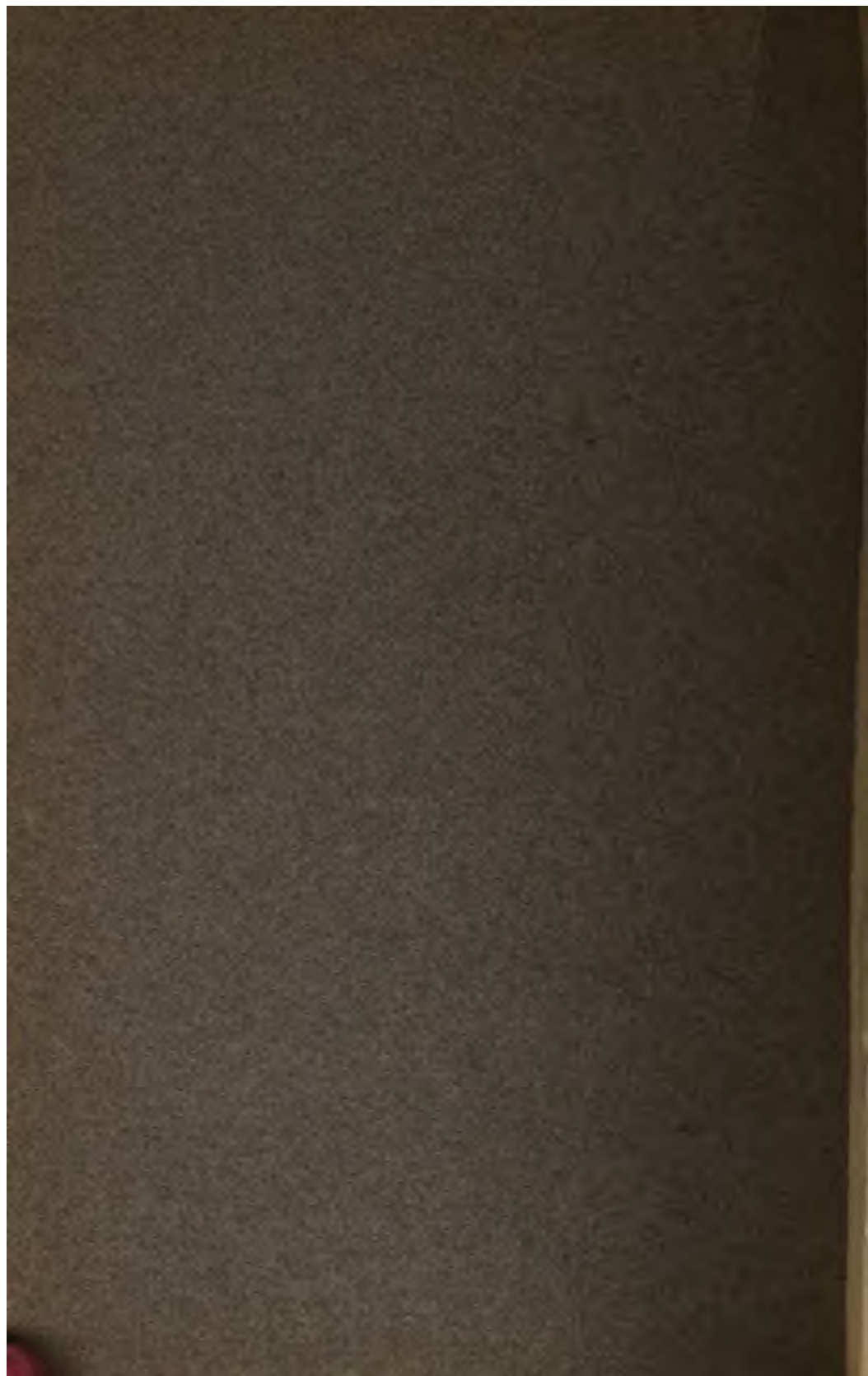
- No. 1. Monthly record of current educational publications, January, 1913.
- *No. 2. Training courses for rural teachers. A. C. Monahan and R. H. Wright. 5 cts.
- *No. 3. The teaching of modern languages in the United States. Charles H. Handschin. 15 cts.
- *No. 4. Present standards of higher education in the United States. George E. MacLean. 20 cts.
- *No. 5. Monthly record of current educational publications. February, 1913. 5 cts.

- *No. 6. Agricultural instruction in high schools. C. H. Robison and F. B. Jenks. 10 cts.
 - *No. 7. College entrance requirements. Clarence D. Kingsley. 15 cts.
 - *No. 8. The status of rural education in the United States. A. C. Monahan. 15 cts.
 - *No. 9. Consular reports on continuation schools in Prussia. 5 cts.
 - *No. 10. Monthly record of current educational publications, March, 1913. 5 cts.
 - *No. 11. Monthly record of current educational publications, April, 1913. 5 cts.
 - *No. 12. The promotion of peace. Fannie Fern Andrews. 10 cts.
 - *No. 13. Standards and tests for measuring the efficiency of schools or systems of schools. Report of the committee of the National Council of Education. George D. Strayer, chairman. 5 cts.
 - No. 14. Agricultural instruction in secondary schools.
 - *No. 15. Monthly record of current educational publications, May, 1913. 5 cts.
 - *No. 16. Bibliography of medical inspection and health supervision. 15 cts.
 - *No. 17. A trade school for girls. A preliminary investigation in a typical manufacturing city, Worcester, Mass. 10 cts.
 - *No. 18. The fifteenth international congress on hygiene and demography. Fletcher B. Dresslar. 10 cts.
 - *No. 19. German industrial education and its lessons for the United States. Holmes Beckwith. 15 cts.
 - No. 20. Illiteracy in the United States.
 - †No. 21. Monthly record of current educational publications, June, 1913.
 - *No. 22. Bibliography of industrial, vocational, and trade education. 10 cts.
 - *No. 23. The Georgia Club at the State Normal School, Athens, Ga., for the study of rural sociology. E. C. Branson. 10 cts.
 - *No. 24. A comparison of public education in Germany and in the United States. Georg Kerschensteiner. 5 cts.
 - *No. 25. Industrial education in Columbus, Ga. Roland B. Daniel. 5 cts.
 - *No. 26. Good roads arbor day. Susan B. Sipe. 10 cts.
 - *No. 27. Prison schools. A. C. HHL. 10 cts.
 - *No. 28. Expressions on education by American statesmen and publicists. 5 cts.
 - *No. 29. Accredited secondary schools in the United States. Kendrick C. Babcock. 10 cts.
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 - †No. 33. Monthly record of current educational publications, September, 1913.
 - *No. 34. Pension systems in Great Britain. Raymond W. Sles. 10 cts.
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 - *No. 36. Report on the work of the Bureau of Education for the natives of Alaska, 1911-12. 10 cts.
 - No. 37. Monthly record of current educational publications, October, 1913.
 - No. 38. Economy of time in education.
 - No. 39. Elementary industrial school of Cleveland, Ohio. W. N. Hallmann.
 - *No. 40. The reorganized school playground. Henry S. Curtis. 10 cts.
 - No. 41. The reorganization of secondary education.
 - No. 42. An experimental rural school at Winthrop College. H. S. Browne.
 - *No. 43. Agriculture and rural-life day; material for its observance. Eugene C. Brooks. 10 cts.
 - *No. 44. Organized health work in schools. E. B. Hoag. 10 cts.
 - *No. 45. Monthly record of current educational publications, November, 1913.
 - *No. 46. Educational directory, 1913. 15 cts.
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 - *No. 48. School hygiene. W. Carson Ryan, jr. 15 cts.
 - No. 49. The Farragut School, a Tennessee country-life high school. A. C. Monahan and Adams Phillips.
 - No. 50. The Fitchburg plan of cooperative industrial education. M. R. McCann.
 - No. 51. Education of the immigrant.
 - *No. 52. Sanitary schoolhouses. Legal requirements in Indiana and Ohio. 5 cts.
 - No. 53. Monthly record of current educational publications, December, 1913.
 - No. 54. Consular reports on industrial education in Germany.
 - No. 55. Legislation and judicial decisions relating to education, October 1, 1909, to October 1, 1912. James C. Boykin and William R. Hood.
 - No. 56. Some suggestive features of the Swiss school system. William Knox Tate.
 - No. 57. Elementary education in England, with special reference to London, Liverpool, and Manchester. I. L. Kandel.
 - No. 58. Educational system of rural Denmark. Harold W. Foght.
 - No. 59. Bibliography of education for 1910-11.
 - No. 60. Statistics of State universities and other institutions of higher education partially supported by the State, 1912-13.
- 1914.
- *No. 1. Monthly record of current educational publications, January, 1914. 5 cts.
 - No. 2. Compulsory school attendance.
 - *No. 3. Monthly record of current educational publications, February, 1914. 5 cts.
 - No. 4. The school and the start in life. Meyer Bloomfield.

- No. 5. The folk high schools of Denmark. L. L. Friend. .
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UNITED STATES BUREAU OF EDUCATION
BULLETIN, 1914, NO. 17 WHOLE NUMBER 590

SANITARY SURVEY OF THE SCHOOLS OF ORANGE COUNTY, VA.

REPORT OF AN INVESTIGATION BY THE VIRGINIA
STATE BOARD OF HEALTH, THE DEPARTMENT OF
EDUCATION OF THE UNIVERSITY OF VIRGINIA,
AND THE VIRGINIA STATE DEPARTMENT
OF EDUCATION

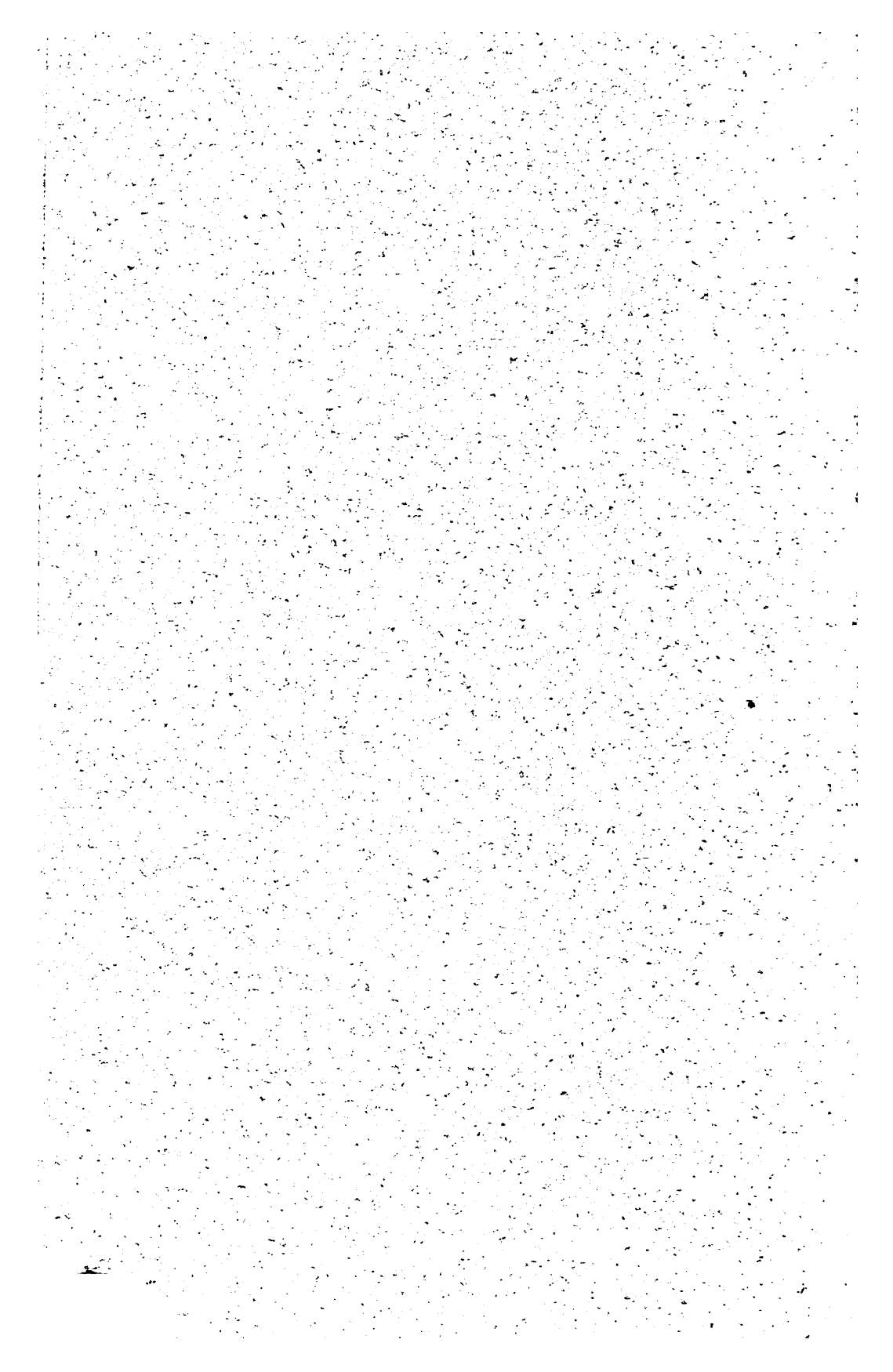


By ROY K. FLANNAGAN, M. D.

DIRECTOR OF INSPECTIONS, VIRGINIA STATE BOARD OF HEALTH



WASHINGTON
GOVERNMENT PRINTING OFFICE
1914



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ILLUSTRATIONS.

- Plate 1. *A*, Wilderness white school. *B*, Mine Run high school, near Mine Run Battlefield.
2. *A*, Nason's school, with inspector's carriage. *B*, Za white school. In old storehouse.
3. *A*, Geetown colored school. *B*, Mount Nebo white school.
4. *A*, Interior of Tibbstown colored school. *B*, Mount Calvary colored school.
5. *A*, Locust Grove white school. *B*, Mallory white school. In an abandoned store building.
6. *A*, Monrovia white school. In an abandoned colored tenant house. *B*, True blue white school.
7. *A*, The new school, built 1913; ignoring regulations of State board of education as to architecture. *B*, Tatum colored school.
8. Thornhill school (white) in a negro settlement.

LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, December 16, 1913.

SIR: Any information about the rural schools of any part of the United States, carefully collected and so arranged as to offer any help toward the solution of the problem of their improvement or to arouse the interest of the people or their representatives on school boards and in legislative bodies, should be given the widest possible publicity. This is especially true when the information refers to the health of the children in the schools, to the condition of houses and grounds, and to the school regimen affecting health. For this reason I recommend that the manuscript transmitted herewith embodying the results of a comprehensive study of the health conditions in the schools of a typical rural county of the Southern States—Orange County, Va.—be published as a bulletin of the Bureau of Education for distribution among rural-school officers and teachers.

This survey was made by competent men under the direction of the Virginia State Board of Health, the department of education of the University of Virginia, and the Virginia State Department of Education, the United States Commissioner of Education being consulted as to the plan of it before it was undertaken. The manuscript was prepared by Dr. Roy K. Flannagan, director of inspections of the State board of health.

It will, of course, be clearly understood that no statement of conditions in this or any publication of the results of any similar school survey is to be taken as a reflection on the community in which the survey is made. The very purpose of the survey presupposes a typical community in which the conditions are not worse than the average conditions throughout the entire section.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.

A SANITARY SURVEY OF THE SCHOOLS OF ORANGE COUNTY, VA.

INTRODUCTION.

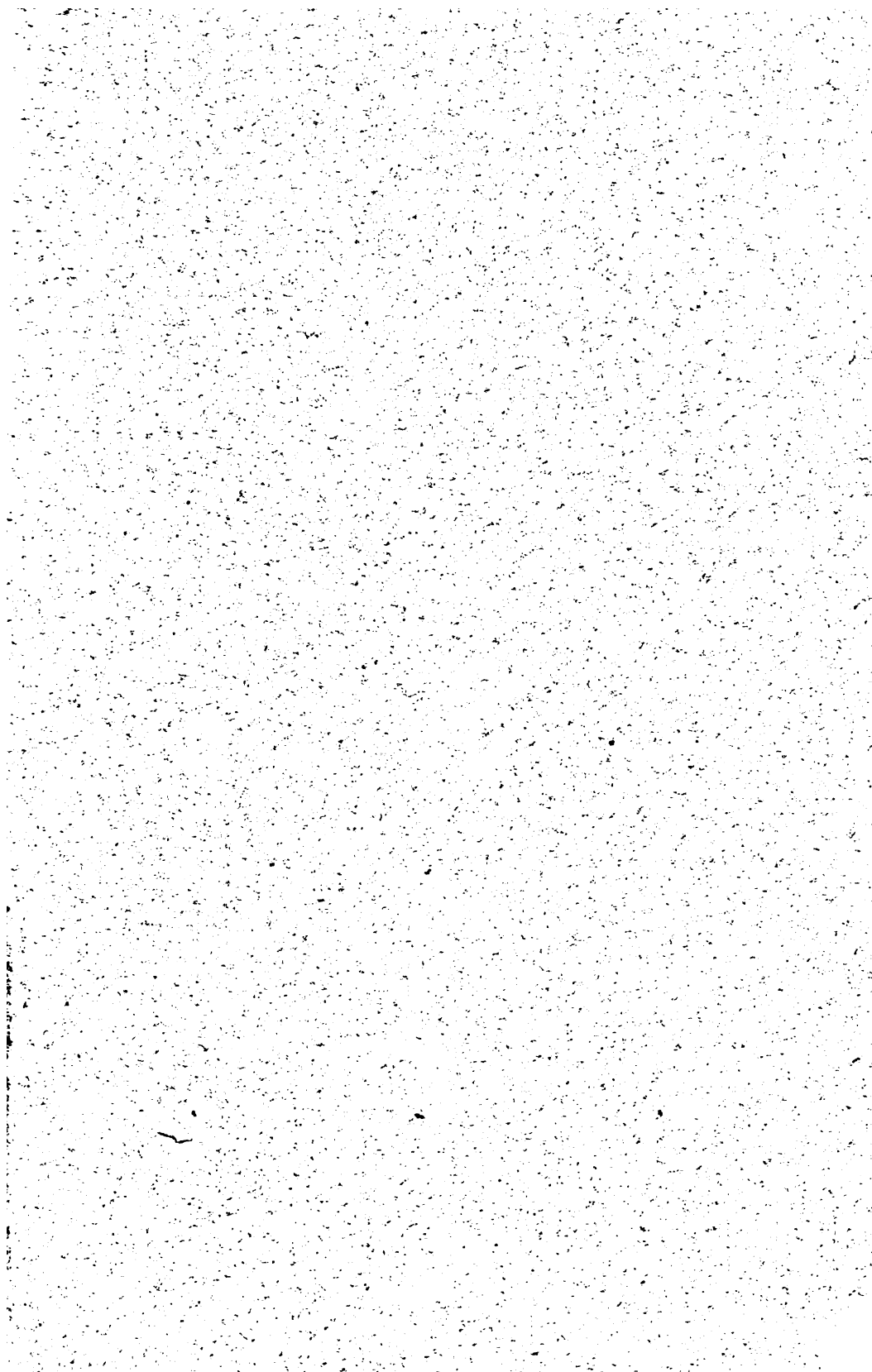
In January, 1913, Ennion G. Williams, M. D., commissioner of health of Virginia; Hon. Joseph D. Eggleston, retiring superintendent of public instruction (at whose suggestion the work was begun); R. C. Stearns, his successor; and W. H. Heck, Ph. D., professor of education in the University of Virginia, projected an intensive survey of the white and colored schools and school children of Orange County, Va.

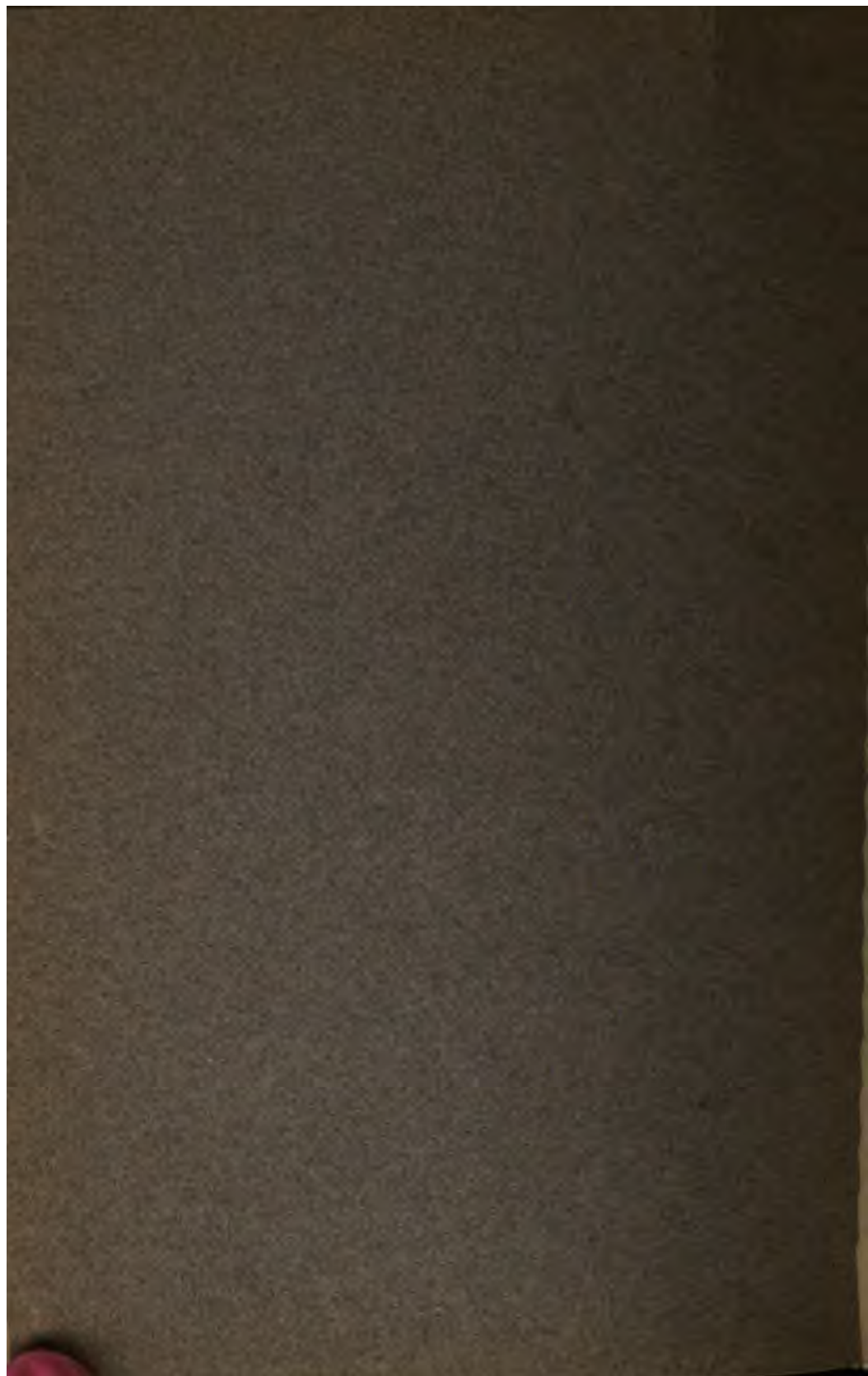
Roy K. Flannagan, M. D., director of inspections of the Virginia State Board of Health, was placed in charge of the purely rural investigation, and two members of the Rockefeller Sanitary Commission, Dr. W. A. Brumfield and Dr. H. A. Lickle, assigned to hook-worm investigation, were detailed to assist him. Dr. Heck secured the voluntary services of Dr. H. S. Hedges, Dr. R. L. Compton, and Dr. J. C. Flippen, of Charlottesville, members of the faculty of the University of Virginia medical department, and Marvin Harris, D. D. S., of Orange, who made inspection of all of the consolidated schools. Mr. C. P. Cowherd, district superintendent of the schools of Orange, also rendered valuable service in smoothing the path of the inspectors and every teacher in the schools visited cordially cooperated.

The investigation was designed to cover the physical condition of the children in attendance on the schools, the enrollment, the proportional attendance, the size, equipment, and appearance of buildings and grounds, heating and lighting arrangements, water supply, and sanitary conveniences. Data along collateral lines were also gathered, and the pertinent portions are included in the report.

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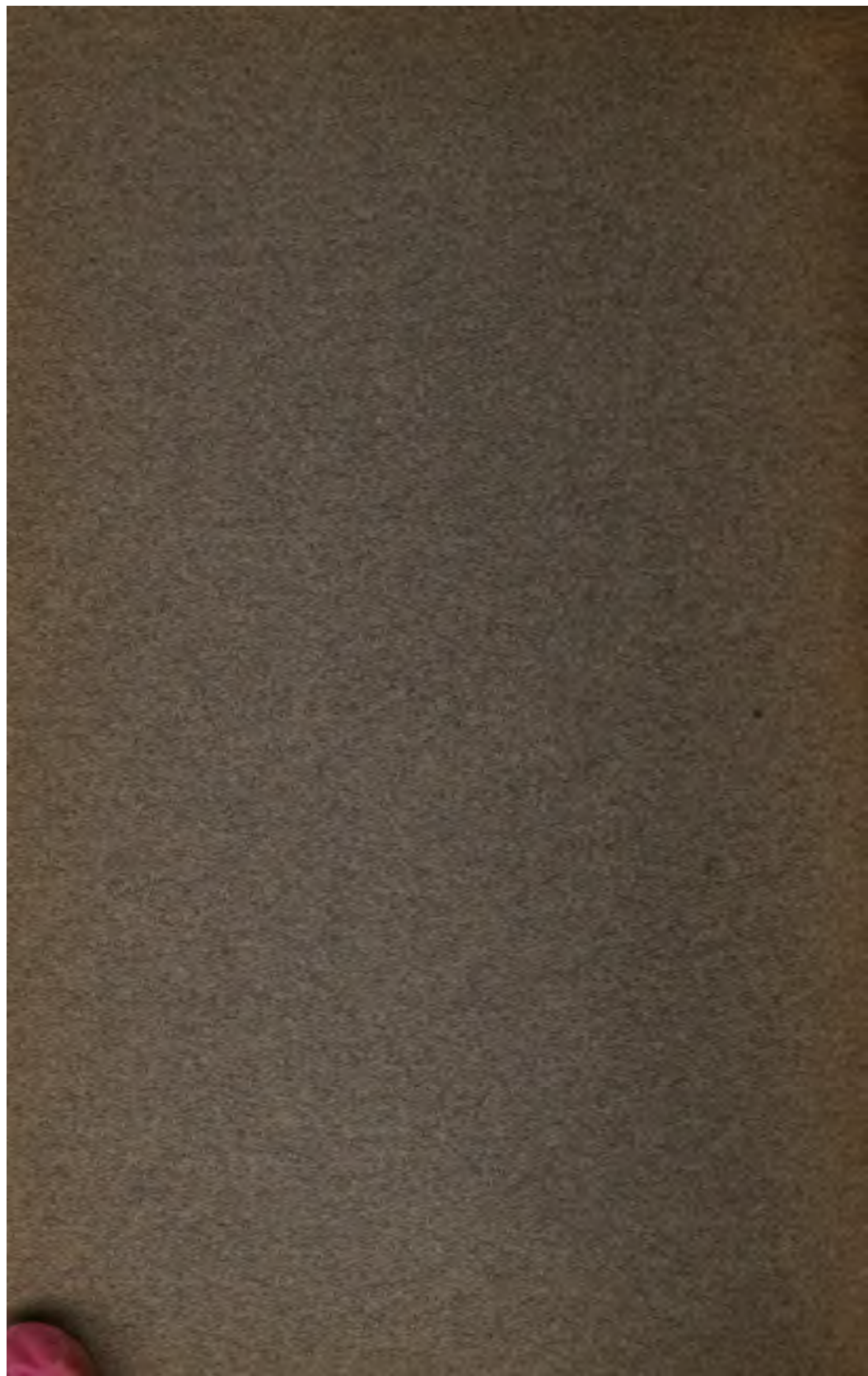


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Methods.—On arriving at a school the instruments were placed on the stove to boil, and a preliminary talk was given to the pupils in which emphasis was laid upon the inspectors' function as physicians whose business consists in stopping the causes of sickness rather than in giving medicine for ailments which ought never to be. After a brief and simple explanation of what was proposed, the scales were set up near the door and the weighing and measuring commenced. A chair or bench was placed near a window and, with a head mirror and his speculums ready, one of the doctors made the inspection of the throat, nose, ears, and teeth. The boys were taken first, for they were usually less nervous, and their readiness to submit invariably reassured the girls.

Another doctor hung up the Snellen's card. Ability to read the line of letters marked 20 at 20 feet roughly indicates normal vision. One eye at a time was tested, a book or card being placed over the other, both being open. Normal vision was expressed fractionally as $\frac{20}{20}$. The eye which can only read the line marked 30 at 20 feet is expressed as $\frac{20}{30}$, and is but two-thirds of normal. The ability to read only the 40 line indicates $\frac{20}{40}$ vision or one-half of normal sight. The eye man was required also to take the name and age of the child, the name and address of parent or guardian. He also tested the hearing by a watch at from 18 inches or 2 feet for normal hearing, or a whisper at 20 feet if the room was sufficiently quiet.

The other assistant required the boys to remove their coats and loosen their collars, so as to get the stethoscope bell over the apices of the lungs. He also listened to the heart, recorded what he found abnormal about the skin, glandular system, or the general nutrition. He examined as to vaccination and asked questions as to previous sickness from which the child may have suffered. When the boys had thus all passed under the eye and ear of the inspector they were sent to the playground, and the girls, having already been weighed and measured, came in for their inspection.

It may be urged that an examination of the lungs, which only notes troubles at the apices or of the heart, which is made through the clothing, or of eyes by Snellen's card is too cursory and unscientific to be of value. To do more than loosen the collars of the girls in the publicity of a one-room school, even though the boys are excluded, would probably raise such a storm of opposition that the entire inspection for the country would be delayed indefinitely. The data of the lung and heart tests, therefore, are necessarily short of what a real examination in the quiet of an office would show and must be read with that understanding. Certain defects of vision, as well as some adenoid growths, may have slipped through the sieve of this inspection. No apology is offered then for a method which to some may partake too much of the rule of thumb. The contention

is made, however, that the above plan was practical and feasible, and it served to disclose over 75 per cent of the defects which tend to stunt the growth, physical and mental, of the rural child.

Hookworm diagnostic method.—When the inspection of the children was concluded, one of the assistants, usually Dr. Brumfield, gave a short talk to the assembled school on the prevalence, dangers, and means of spread of hookworm infection, asking the cooperation of teacher and pupils in making the inspection complete by including the test for intestinal parasites. Containers for specimens of the bowel discharge, with labels upon them for name and address, were left for distribution to each pupil, and arrangement was made for their delivery the following day to the nearest express office for shipment to the laboratory of the State board of health.

Steps to meet the immediate need.—Stereopticon lectures on public health at six points in the county enabled the inspectors to meet many parents and discuss with them privately the defects discovered in their children. To those parents who could not be reached in this manner a letter was afterwards sent from the State board of health giving them the facts found.

Inspection of building and grounds.—The human side of the investigation being concluded, the inspectors turned to the environment. The room was measured, a sketch of the floor plan was made, locating desks, stove, windows, and doors. Such facts as the method of disposal of body wastes, location and character of water supply and delivery, provision for cleaning and ventilation were all carefully inquired into.

In addition to recording the above facts, if there were points of special interest about the exterior of the building a photograph was taken of it, including teacher and pupils.

The following blank, previously prepared, greatly facilitated the inquiry:

STATE BOARD OF HEALTH.

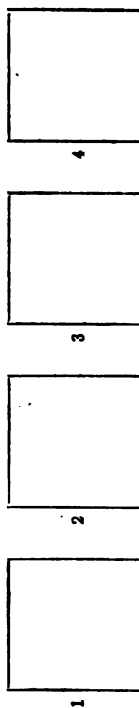
Commonwealth of Virginia.

SCHOOL INSPECTION.

County..... District..... Color..... P. O..... Material.....
 Nearest P. O..... School..... Pupils..... Boys..... Girls..... Inspector..... Date.....
 Teacher or Prin..... P. O..... District clerk..... No. Teachers.....
 Building, erected..... Area school grounds.....

Rooms	Pupils.			Size.			Windows.				Ventilation.				System in use.	Observed conditions.
	On roll.	Pres-ent.	Seats.	Length.	Width.	Height.	No.	Size panes.	No. panes.	Shades.	Top sash.	Vent board.	Fresh air F.	Foul air F.		
No. 1																
2																
3																
4																

Sketch arrangement window, desks, and stove in each room:



Heating method..... Kettle on stove..... Efficiency.....
 Sweeping: Floors oiled..... Dry or damp..... When..... By whom.....
 Dusting: Dry or damp..... When..... By whom.....
 Cleanliness: Floors..... Walls..... Windows.....

[REVERSE.]

Furniture, sufficient seats.....
 Are desks properly spaced?.....
 Water supply: Safe, doubtful, or dangerous.....
 Private supplies: Well, type.....
 Spring, type.....
 Water served: Spigot.....
 Bucket.....
 Drinking cup, common.....
 Sewerage, public or private system.....
 Closets, water.....
 Closets, earth, boys, No.....
 Girls, No.....
 Cleaning, by whom.....
 How often.....
 Type.....
 Location.....
 Under direction of.....
 Condition.....
 How kept?.....
 Location.....
 Disposal.....
 Individual.....
 Location.....
 Protection.....
 Source, public or private.....
 Other furniture.....
 Adapted to pupils.....
 Pump.....
 Piped or carried.....
 Cooler.....
 Bucket.....

Chapter III.

RESULTS OF THE INSPECTION.

Much of the data which follow applies only to the one-room white schools and to the colored schools, since the questions of the volunteer inspectors who examined the white schools did not have quite the scope of the State board of health inquiry. A glance at the statistical table will show where the difference lies.

School population, enrollment, and attendance.—The school population of Orange County is recorded as 4,008, and upon this basis State school funds are apportioned to it; but the inspectors were unable to find from the records of the schools more than 2,609 enrolled. From the face of the returns, therefore, it would seem that 1,399 children were absolutely avoiding the public schools of this county; but worse than this, the inspectors found only 1,793 present in the 49 schools visited. If education in rural Virginia is taken with so little seriousness by parents and children as this state of things seems to indicate, something very radical must be done to meet the situation. If 30 per cent of the whites and 40 per cent of the colored enrollment are absent habitually from schools having only a six months' session, the future of such communities must be socially very dubious, for the percentage of ignorance which a continuance of these conditions must bring forth will act as a clog to all progress. Perhaps the location of so many of these school buildings in uninviting places and the absence of anything attractive either outside or inside of their walls may furnish the clue to much of this indifference.

Physical defects of the eyes.—Out of 315 white children examined in the one-room schools 73 per cent were of normal vision; in the colored schools 651 were examined, and 77 per cent were normal. In the graded white schools, out of 659, 83 per cent were found normal. It would be hasty to conclude that the better-arranged lighting in the modern consolidated school was responsible for the better eyesight of the pupils there, though that doubtless does figure to some extent. The modern school building in rural Virginia is of too recent introduction to have brought about such a marked difference in eye conditions as the figures show.

The improved sanitation in the larger centers of population, where the consolidated schools are usually located, is bound to result in less anemia and malnutrition, and consequently better eyesight than in the back districts where little attention is paid to these matters. Serious eye defects are more prevalent in graded schools attended by older children, being 7 per cent of the total against 4 per cent among

the purely rural white and colored schools. This fact must be accounted for on the ground that serious eye defects increase with age, while minor defects of sight disappear with growth and body development.

Hearing.—It would not be wise to put too much dependence in the figures given with regard to hearing, since the consolidated schools had the advantage of a room set apart for examination, and the specialists making the tests necessarily detected defects not easily discovered in a one-room school full of lively youngsters. The white and colored rural schools, it will be observed, showed $4\frac{1}{2}$ per cent defective hearing, while the village schools ran up to $12\frac{1}{2}$ per cent, a difference out of all reasonable proportion.

Enlarged tonsils and adenoids.—It is noticeable that the purely rural and the white village schools show about the same proportion of enlarged tonsils, namely, 30 and 31 per cent, respectively. The cause of the large proportion among the negroes, 40 per cent, does not appear on the surface and should be checked up by the results of other investigations. This should also be done with reference to the marked discrepancy between the results of the examination for adenoids in village and country schools, since the consolidated schools showed only 26 per cent adenoids, while the white one-room schools had 40 per cent and the colored schools $37\frac{1}{2}$ per cent. Some of this may be accounted for on the ground of the more mature age of the high-school children, but this ought also to show materially in the tonsils, which it distinctly does not.

Teeth.—Examination of the teeth revealed a really serious state of affairs for those children to whom it would seem that dentists were most accessible, namely, those living in proximity to the large village schools, for these showed 86 per cent with defective teeth, 63 per cent of these defects being in their permanent teeth. The rural white schools showed 47 per cent defective, a little more than half of these having permanents involved. The negroes were much better, only 28 per cent of them having bad teeth, though 58 per cent of this number had permanent teeth in bad condition.

To what extent the malnutrition so prevalent in country children is due to bad teeth it is impossible to estimate, but dental defects must unquestionably have a decided bearing. The rapidity with which the teeth of the present generation are decaying is raising in the minds of many thoughtful men serious apprehensions of what the future may bring forth if the causes of this rapid decay are not discovered and guarded against.

Glands.—Glandular enlargements of the neck are more than twice as prevalent among negroes as among whites, the proportions being 25 and 12. Strumous affections and the manifest susceptibility to throat troubles, indicated by undue proportion of enlarged tonsils among negroes, account for this excess of enlarged glands. The moral

delinquencies of colored people make them peculiarly liable to blood diseases, of which glandular enlargements are a prominent symptom. To bear out this assertion, questions put to the teachers of the negro schools developed the fact that 8.2 per cent of the pupils were illegitimate.

Malnutrition and anemia.—It was peculiarly startling to note the large percentage of poorly nourished children in this part of the country which from climatic and other natural advantages should be as healthful as any locality on the globe; 25 per cent of the whites and 37½ per cent of the colored were below par in this respect; 30 per cent of the white rural children and 5 per cent of the colored had a plainly visible anemia. It will be apparent to all that the diagnosis of anemia in negroes is not as simple a matter as it is in whites. Therefore the finding of 5 per cent may as well be ignored, since there were easily five times that. It is worthy of note that there were twice as many anemic boys as girls. To those familiar with the part hookworm plays in causing anemia in southern children this difference between boys and girls is not surprising. It is simply a matter of the earlier use of shoes by girls, who thus cut off, by protecting their feet, the reinfection to which the bare toes of boys are subjected.¹

Vaccination and previous sickness.—Sixty-nine per cent of the children of this county showed good vaccination scars. Considering the fact that there had been no outbreak of smallpox in Orange for years to frighten the people into vaccinating their children, this high percentage of protection speaks well for them.

Questions as to what sickness the children had previously suffered, developed that 14 per cent of the whites and 28 per cent of the negroes had never been sick at all. Good health, so far as the whites were concerned at least, proved a little less contagious than mumps, which had a record of 16 per cent. Whooping cough took the biggest toll, 57 per cent of them having passed through its convulsive terrors. Measles had spread its red and all-enveloping torture blanket over 42 per cent of them. Chickenpox had affected 28 per cent, but 2 per cent only had had diphtheria and scarlet fever, and 1½ per cent typhoid fever; 30 per cent of the white children and 5 per cent of colored had suffered from pneumonia, yet only 2 per cent of the whites showed active lung disease, while 5 per cent of the negro

¹ In order that this allusion may be better understood by those not familiar with the life cycle of the hookworm, it should be stated that this parasite is a white worm which, when full grown, is about half an inch long and about the size of No. 40 spool cotton. Its eggs, microscopic in size, are deposited upon the soil in the excrement of infected people and there hatch in the open air. The little worms are so minute and so numerous at this stage that they readily penetrate the skin of barefooted children. Entering the blood current they eventually reach the intestinal canal, where they fasten themselves to the mucous membrane and suck the blood. They inject at the same time a poison which intensifies the ill effects of their presence.

Hookworms do not multiply in the body, and the direct damage that each worm can do is limited to its lifetime, since the eggs must be hatched outside. Reinfection is generally necessary in order to cause serious symptoms. It is thus readily seen that soil pollution, in the South particularly, is little short of a crime.

children were thus affected. Heart disease was a negligible quantity, only six-tenths of 1 per cent being found in the white children and one-tenth of 1 per cent in colored children.

With universal knowledge of the contagiousness of the so-called children's diseases, with the disabilities and death resulting from their ravages in almost every family circle, it would seem that the "common sense of most" would express itself better than it does; but children are sent by their elders into the environment of contagion without a protecting hand to shield them, except in the large centers of population. The record shows that the country child needs medical inspection and proper safeguard more than his cousin of the city. To devise ways and means for providing them therefore is the part both of humanity and of patriotism.

Intestinal parasites.—The examination for intestinal parasites which was conducted as part of the investigation throws a broad and significant light upon the alarming percentage of poorly nourished and anemic children observed. Not all of the rural schools furnished specimens for examination, and of those that did, not all the pupils were represented. Yet the laboratory reports of the whites showed 25½ per cent infection. The colored schools were but 19 per cent infected. The consolidated schools, as was to be expected from the better sanitary environment of the pupils, showed a lower percentage, 14½ per cent.

A division of these positive cases, white and negro, according to years reveals that approximately—

22½ + per cent occur in those under 8 years of age.

34½ + per cent occur in those between 9 and 11 years.

41½ + per cent occur in those over 12 years.

Comparison of the heights and weights of anemic children (many doubtless suffering from hookworm, even though not examined therefor) with the heights and weights of normal children gave the following interesting results:

The average height of —

Normal boys, 4 feet 5 inches; normal girls, 4 feet 6 inches.

Anemic boys, 4 feet 6 inches; anemic girls, 4 feet 7 inches.

The average weight of —

Normal boys, 88.6 pounds; normal girls, 90.6 pounds.

Anemic boys, 66.4 pounds; anemic girls, 62.3 pounds.

A difference of 1 inch of height in favor of the anemic boys and girls, while the weight of the normal boy overbalanced the anemic by 22.2 pounds, and the normal girl outweighed her anemic sister by 28.3 pounds. Here is a problem in child development well worth a more careful study.

The influence of the round worm, too, in the production of anemia would seem from the record to be by no means a negligible factor and is worthy of more attention than it has received.

Chapter IV.

RURAL SCHOOL BUILDING EQUIPMENT AND ENVIRONMENT.

We shall leave out of the following discussions the consolidated graded schools, for in general they represent modern ideas of construction and equipment. Moreover, in every instance they displace from three to six of the little "drab" schoolhouses in the "brush" which long have constituted the only temples of culture for the average farmer's child. It will be seen that all of these rural schools are either of the one-room "old-field" variety or old abandoned tenant houses, churches, or storerooms. One white and one colored schoolhouse had been whitewashed within recent years, and two had once been painted.

Location.—For the most part these schools are located in the midst of woods or on bleak, windswept hillsides, remote from dwellings, beautifully illustrating and preserving in Squeers-like fashion the "splendid isolation" and democratic independence which was the ideal of former times. Education is a thing more or less removed from daily experience; therefore let it be worked into our children in a place apart, a kind of "tobacco bed," as it were; we shall take care to transplant the shoots to the farm when the young idea has sprouted sufficiently. So the institution, with all of its old-time characteristics, still abides.

A contrast.—At only one of all the schools visited was there any attempt to cultivate the æsthetic by rendering the grounds or exterior of the school attractive. One little school on the border of Spotsylvania County, with intrenchments of The Wilderness battlefield 50 yards away, a young pine forest crowding almost to the very door, had a teacher who was creating a spirit among the pupils and patrons of the school which is a prophecy of better things. There was a clean school yard with pebble-lined walkway, jonquils here and there just bursting into bloom; and moreover a big space had been cleared in the pines for a playground, which, under the leadership of their teacher, the scholars used to the fullest extent. Is it a wonder that the children of that neighborhood cried to go to school?

The patrons, too, were backing up the teacher's every request, and real educational work was done. This was one school; 41 other white and colored schools in Orange were pursuing different methods with indifferent success. Only 4 schools had shades in the windows,

and they were colored schools; the average light space, however, was only 48 square feet, or 6 per cent of floor space, and the shades were not the blessing they were meant to be.

In no one-room school were the windows properly arranged. Some even had windows in front of the desks; all had windows on both sides of the rectangular room. In one white school, just erected, the building plan showed no improvement over the rest in lighting or in ventilating. In 40 schools the cubic air space was less than 4,000 cubic feet per school, or 255 cubic feet per pupil. Two schools were in old churches that were big enough for all purposes, and on the February day which found the inspectors there they were certainly airy enough. These two schools are not included in the above figures. Ventilation in all the schools was by windows and doors only. The top window sash could not be lowered for a breath of fresh air in 12 of the 22 white schools inspected nor in 15 of the 20 colored schools; and there was not a vent board in the lower sash of any school, white or colored, in the county.

The old box stove was used for heating in each of the schools. Wood was the fuel used in all cases except in one building near the railroad. No jacketed stove was found in any one-room school. That any effective mental exercise is possible in such places with the stove going full blast is due to the very loose construction of many of the buildings themselves, admitting unauthorized air in devious ways.

Desks and walls.—Out of 42 schools, 32 still cling to the ante bellum unpainted pine-board desks, with an occasional seat low enough for the feet of the little tots to touch the floor. Fourteen schools, including one graded school, had an insufficient number of desks. Two of the schools visited, one white and one colored school, had no desks at all. Forty schools (including two graded schools) had dingy, undecorated walls. Twenty white schools are swept and dusted every school day; fourteen have the floor sprinkled with water first. The use of dustless floor powders, damp sawdust, or oil has not yet reached even the experimental stage among the rural schools of Orange. Eleven white schools are cleaned by the pupils, five by the teachers, and six by both working together. The colored schools are swept daily by the pupils in every case but two, where it is done by the teachers. Eleven out of the twenty use no water during the process. The opportunity for the spread of lung diseases in the fog of dust raised by the children at work with their dry sweeping is complete in every detail.

Water supply and waste disposal.—The water supply of all of the purely rural schools was insufficiently protected. Thirty-seven wells and springs were positively dangerous by reason of opportunities for gross surface pollution, and 18 were more than 200 yards away from

the school. In the 22 white schools there were 14 open water-buckets and 8 coolers; and in the 20 colored schools, 17 buckets and 3 coolers. In 18 white schools and in 12 colored, individual cups were used by the pupils. In several of the schools it was noticed that these cups were hung upon nails driven in the wall under which the name of the owner was written; the cups were also labeled. A good crockery cooler in combination with such a method of handling individual cups and proper discipline would meet the rural water situation admirably, especially in those localities where the source of water supply is far away. The bubbling fountain has not yet reached the country districts of Orange, and unless the schools are better located, they will probably not come into use for a long time.

Waste disposal.—The facilities for the disposal of excreta at the rural schools of Orange County leave much to be desired, and the use or the non-use of those facilities is still more objectionable. Seventeen white and nineteen colored schools had at least one closet, but only four white schools had two sanitary closets, though eleven colored schools were thus provided. There were 18 schools having one or more insanitary privies, 1 of them being a consolidated school, and 6, i. e., 1 colored and 5 white schools, had absolutely none of any kind. It is not, however, upon the closets themselves that the severest strictures should be placed, but upon the very manifest neglect of them by the male pupils. So long have these necessary outbuildings been nonexistent at school and at the farm, that habit, "that molder of the conduct of us all," proves stronger than the mere suggestion made by its unaccustomed presence on the school grounds. The school teacher, usually a young woman, hesitates to instruct and admonish the boys as to the use and care of the closet, and so it ordinarily stands unshielded in its corner, simply an offense to the eye, when it is not to the nose, used only when the weather is too bad to make the woody retreat available. It is in this connection that the visit of a physician to the schools at least once yearly would seem to be a necessity, for all the expense would be justified if the medical inspector did no more than call attention to the dangers of soil pollution and give the boys and girls separately talks upon the proper care of the bodily functions so essential to good health.

Conclusion.—This report of the medical survey of the schools of Orange would lack much of completeness if there were not some statement of conclusions reached and some constructive suggestion offered for the amelioration of evil conditions found.

Staring us in the face with great persistence is the fact of a demonstrated need of medical inspection in the country. What shall be done about it? The answer must be adequate public health organization for the country, joined actively in cooperation with the school authorities in a serious consideration of the physical side of education;

for the time is past when mental and moral instruction can be deemed apart from a thorough appreciation of, and definite training for, physical well-being in the child. State and local boards of health in the South are as yet too poorly supported financially to do much more than scratch the surface of the problem. The initiative must, therefore, be taken by school and civic leagues or other organizations of women or of men who, feeling the need, shall be able to interest physicians in the matter and to get them to take it up voluntarily so as to learn what their own local problem is. When a community comes face to face with the defects of its children, then medical inspection for that community will become a continuing order. It must not be assumed that medical inspection is an end. It is but a beginning. Correction must follow, or the work goes for naught. Parents must be notified, and provision must be made for that large number of parents in every community who must be induced, I might almost say *compelled*, to do a proper part by their children.

To this end a "district visitor" is a factor second only in importance to the inspector himself. This visitor should not be difficult to secure. A tactful person who has already qualified would answer; many communities possess such. Perhaps some popular teacher to whom the wider service in the open air might appeal, or better, if funds become available, a trained social service worker who visits the houses of all, but especially those in out-of-the-way and forgotten corners, could be made to work unmeasured blessings.

The State of Virginia, and the South must have better rural school buildings with better equipment both inside and out; but the greatest need of all is "better" school children, with rosy cheeks and bright eyes, instead of pale faces and vacant stares; children with plump arms and legs, instead of thin and bloodless ones; children whose brains are fed by a rich, red flow of healthy blood, instead of a watery stream poisoned by a leech-like, filth-born parasite. Indeed, the problem is one of the conservation of the raw material which furnishes the grist to the educational mill.

Good school buildings and surroundings, good textbooks, modern curriculums and methods, properly equipped teachers, all of these must come, but first and foremost a live, lively, happy and responsive animal ready with abounding health and mental alertness to absorb the truth in whatsoever guise presented. The machinery to bring about this result must be provided at whatever cost, since the future of our Southland is at stake.

SCHOOL STATISTICS.

	Rural white one-room schools.	Rural colored schools.	Consoli- dated graded schools.	Total.
Number of schools examined.....	22	20	7	49
Number of teachers.....	22	24	31	77
Length of session..... months..	6	5	9	-----
School population of county.....	-----	-----	-----	4,008
Enrollment.....	464	1,149	906	2,609
Number present.....	327	669	797	1,793
Percentage of attendance.....	70	60	80	70
AGE.				
Average age of boys..... years..	11.8	11.3	11.1	11.4
Average age of girls..... do....	11.4	11.5	12.7	11.8
Average age..... do....	11.6	11.4	11.9	11.6
HEIGHT.				
Average height of boys..... feet-inches..	4-7	4-5	4-6	4-6
Average height of girls..... do....	4-5	4-6	4-6½	4-6
Average height..... do....	4-6	4-5½	4-6½	4-6
WEIGHT.				
Average weight of boys..... pounds..	73.0	84.8	92.0	83.3
Average weight of girls..... do....	87.1	81.0	87.1	85.5
Average weight..... do....	80.5	82.9	89.5	84.4
EYES.				
Number pupils examined.....	315	651	659	1,625
Pupils eyes normal.....	220	504	564	1,288
Pupils eyes defective.....	85	147	95	327
Pupils eyes less than 20/40.....	74	121	64	259
Pupils eyes seriously defective.....	11	26	49	86
Percentage eyes normal.....	73	77	83	77.7
Percentage eyes defective.....	27	23	14.5	21.5
Percentage seriously defective.....	4	4	7.6	5.1
EARS.				
Number pupils examined.....	315	681	659	1,655
Pupils hearing normal.....	201	644	577	1,522
Pupils hearing defective.....	14	37	82	133
Percentage hearing normal.....	95.5	96.5	87.5	92.8
Percentage hearing defective.....	4.5	4.5	12.5	7.5
THROAT.				
Pupils examined.....	315	671	515	1,501
Tonsils normal.....	218	413	355	1,086
Tonsils enlarged.....	97	258	160	515
Percentage enlarged.....	30.5	38.5	31	33.3
Adenoids normal.....	189	419	380	988
Adenoids enlarged.....	126	252	137	515
Percentage enlarged.....	40	37.5	26.5	34.7
NOSE.				
Pupils examined.....	315	671	517	1,503
Pupils nose normal.....	172	498	303	973
Deviated septum.....	143	173	114	430
Percentage with deviation.....	45	26	22	31
TEETH.				
Pupils examined.....	319	672	554	1,545
Number with perfect teeth.....	167	483	76	726
Number with defective teeth.....	150	187	478	817
Number with permanents defective.....	79	109	308	491
Number with temporaries defective.....	71	80	175	326
Percentage with defective.....	47	28	86	53.7
Percentage with permanents defective.....	53	58	63	58
Percentage with temporaries defective.....	47	42	37	42
GLANDS.				
Number with enlarged cervical.....	25	56	-----	81
Number with enlarged tonsillar.....	13	115	-----	128
Total with enlarged glands.....	38	171	-----	309
Per cent with enlarged glands.....	12	25	-----	18.5
NUTRITION.				
Number examined.....	316	663	-----	779
Number well nourished.....	287	422	-----	657
Number poorly nourished.....	79	261	-----	330
Per cent with poor nutrition.....	26	37.5	-----	31.2

SCHOOL STATISTICS—Continued.

	Rural white one-room schools.	Rural colored schools.	Consoli- dated graded schools.	Total.
ANEMIA.				
Number pupils anemic.....	94	34		128
Anemic boys.....	63			
Anemic girls.....	31			
Percentage anemic.....	30	5		17.5
Percentage boys anemic.....	67			
Percentage girls anemic.....	33			
ERUPTION.				
Number with acne.....	6	1	10	17
Number with scabies.....		16		16
Number with other eruptions.....			10	10
Per cent with eruption.....	2	3	4	1.14
VACCINATION.				
Number examined.....	326	675		1,001
Number vaccinated.....	267	563		710
Percentage vaccinated.....	63	74.5		68.7
PREVIOUS SICKNESS.				
Pupils questioned.....	326	675		1,001
Number reporting none.....	46	191		237
Per cent.....	14	28		21
Whooping cough.....	198	362		560
Per cent.....	61	53.5		57.2
Measles.....	143	266		409
Per cent.....	44	39.5		41.7
Chicken pox.....	108	153		261
Per cent.....	33	23		28
Mumps.....	59	98		157
Per cent.....	18	14.5		16.2
Pneumonia.....	30	5		35
Per cent.....	9	.7		4.8
Diphtheria.....	12	14		26
Per cent.....	4	2		3
Typhoid fever.....	6	12		18
Per cent.....	2	1.7		1.8
Scarlet fever.....	6	0		6
Per cent.....	2	0		1
ORGANIC DISEASE.				
Lungs.....	6	32		38
Percentage.....	2	5.5		37
Heart disease.....	2	1		3
Percentage.....	.6	.1		.35
HOOKWORM AND DATA IN RELATION THERETO.				
Average number pupils per school.....	15	16		
Number of schools examined.....	15	10	4	29
Number of pupils examined.....	262	447	270	979
Number of boys tested.....	142	217	128	487
Number of girls tested.....	120	230	142	492
Number of boys infected.....	35	51	14	100
Number of girls infected.....	32	33	25	90
Total infected.....	67	84	39	190
Percentage boys infected.....	24.6	23.5	11	19.7
Percentage girls infected.....	26.6	14.3	18	19.6
Percentage pupils infected.....	25.6	19.5	14.5	19.65
Boys up to 8 years infected.....	8	13	4	25
Girls up to 8 years infected.....	7	6	9	18
Total.....	15	19	9	43
Per cent.....	22.5	22.6	23	22.5+
Boys from 9 to 11 infected.....	15	11	4	30
Girls from 9 to 11 infected.....	8	10	13	31
Total.....	23	21	17	61
Per cent.....	34.3	25	43.5	34.2+
Boys 12 and over infected.....	12	27	6	45
Girls 12 and over infected.....	17	14	7	38
Total.....	29	41	13	83
Per cent.....	43	48.8	33	41.6+
Total pupils with marked anemia.....	94	34		128
Average age of—				
Anemic boys.....	10.9	9.5		10.2
Anemic girls.....	10.7	9.8		10.25
Anemic.....	10.8	2.65		10.2
Normal boys.....	12	11.4		11.7
Normal girls.....	11.1	11.6		11.35
Normal.....	11.5	11.5		11.5

SCHOOL STATISTICS—Continued.

	Rural white one-room schools.	Rural colored schools.	Consoli- dated graded schools.	Total.
HOOKWORM AND DATA IN RELATION THERETO—contd.				
Average height of—				
Anemic boys.....feet, inches	4-6	4-4½		4-5½
Anemic girls.....do	4-7	4-5		4-5½
Anemic.....do	4-6½	4-5		4-6
Normal boys.....do	4-6	4-4½		4-4½
Normal girls.....do	4-6	4-5½		4-6
Normal.....do	4-5½	4-5		4-6½
Average weight of—				
Anemic boys.....pounds	66.4	67.7		67
Anemic girls.....do	62.3	68.5		65.4
Anemic.....do	65	68		66.5
Normal boys.....do	88.5	86		87½
Normal girls.....do	90.6	86.1		88½
Normal.....do	89½	86		87½
NUTRITION AND HOOKWORM.				
Anemic cases, nutrition good.....	16			
Anemic cases, nutrition poor.....	21			
Per cent anemic, nutrition good.....	43			
Good color cases, nutrition good.....	23			
Good-color cases, nutrition poor.....	7			
Percentage good nutrition and color.....	70			
ROUNDWORM.				
Total number tested.....	262			
Anemic cases, nutrition good.....	21			
Anemic cases, nutrition poor.....	20			
Good-color cases, nutrition good.....	30			
Good-color cases, nutrition poor.....	8			
Percentage of—				
Anemic cases, nutrition good.....	51			
Good-nutrition color.....	80			
SCHOOL BUILDINGS AND GROUNDS.				
Number of buildings.....	22	20	7	49
Number of pupils (average per school).....	15	16		
Unpainted buildings.....	20	20	1	41
Grounds more than 1 acre.....	15	17	6	33
Grounds 1 acre or less.....	7	8	1	16
Attempts toward beautifying.....	1	0	1	2
Cubic air space in 20 schools.....cubic feet.	4,114	3,772		3,943
Average cubic air space per pupil.....	274½	235½		
Square feet of light per school.....	52	45		
Window shades.....		4		4
Schools with—				
Adequate number desks.....	17	12	6	35
Inadequate number desks.....	5	8	1	14
Modern desks.....	10		7	17
Crude desks.....	12	20		32
Painted or whitewashed walls.....	4		5	9
Dingy, undecorated walls.....	18	20	2	40
Water supply—				
Within 200 yards.....	17	7	7	31
Beyond 200 yards.....	5	13		18
Safe.....			7	7
Doubtful.....	9	6		15
Dangerous.....	13	14		27
WATER DELIVERY.				
Cooler or sanitary fountain.....	8	3	7	18
Open bucket.....	14	17		31
Individual cups.....	18	12	7	37
Common cup.....	4	8		12
SEWAGE DISPOSAL.				
Schools with—				
2 sanitary privies.....	4	11	6	21
1 sanitary privy.....	4			4
2 insanitary privies.....	4	6	1	11
1 insanitary privy.....	5	2		7
No privy.....	5	1		6

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1906.

- †No. 1. Education bill of 1906 for England and Wales as it passed the House of Commons. Anna T. Smith.
- *No. 2. German views of American education, with particular reference to industrial development; William N. Hallmann. 10 cts.
- *No. 3. State school systems: Legislation and judicial decisions relating to public education, Oct. 1, 1904, to Oct. 1, 1906. Edward C. Elliott. 15 cts.

1907.

- †No. 1. The continuation school in the United States. Arthur J. Jones.
- *No. 2. Agricultural education, including nature study and school gardens. James B. Jewell. 15 cts.
- †No. 3. The auxiliary schools of Germany. Six lectures by B. Maennel.
- †No. 4. The elimination of pupils from school. Edward L. Thorndike.

1908.

- †No. 1. On the training of persons to teach agriculture in the public schools. Liberty H. Bailey.
- *No. 2. List of publications of the United States Bureau of Education, 1867-1907. 10 cts.
- *No. 3. Bibliography of education for 1907. James Ingersoll Wyer, Jr., and Martha L. Phelps. 10 cts.
- †No. 4. Music education in the United States; schools and departments of music. Arthur L. Manchester.
- *No. 5. Education in Formosa. Julian H. Arnold. 10 cts.
- *No. 6. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 15 cts.
- *No. 7. State school systems: II. Legislation and judicial decisions relating to public education, Oct. 1, 1906, to Oct. 1, 1908. Edward C. Elliott. 30 cts.
- No. 8. Statistics of State universities and other institutions of higher education partially supported by the State, 1907-8.

1909.

- *No. 1. Facilities for study and research in the offices of the United States Government in Washington, Arthur T. Hadley. 10 cts.
- No. 2. Admission of Chinese students to American colleges. John Fryer.
- *No. 3. Daily meals of school children. Caroline L. Hunt. 10 cts.
- †No. 4. The teaching staff of secondary schools in the United States; amount of education, length of experience, salaries. Edward L. Thorndike.
- No. 5. Statistics of public, society, and school libraries in 1908.
- *No. 6. Instruction in the fine and manual arts in the United States. A statistical monograph. Henry T. Bailey. 15 cts.
- No. 7. Index to the Reports of the Commissioner of Education, 1867-1907.
- *No. 8. A teacher's professional library. Classified list of 100 titles. 5 cts.
- *No. 9. Bibliography of education for 1908-9. 10 cts.
- No. 10. Education for efficiency in railroad service. J. Shirley Eaton.
- *No. 11. Statistics of State universities and other institutions of higher education partially supported by the State, 1908-9. 5 cts.

1910.

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- No. 2. State school systems: III. Legislation and judicial decisions relating to public education, Oct. 1, 1908, to Oct. 1, 1909. Edward C. Elliott.
- †No. 3. List of publications of the United States Bureau of Education, 1867-1910.
- *No. 4. The biological stations of Europe. Charles A. Kofoid. 50 cts.
- *No. 5. American schoolhouses. Fletcher B. Dresslar. 75 cts.
- †No. 6. Statistics of State universities and other institutions of higher education partially supported by the State, 1909-10.

1911.

- *No. 1. Bibliography of science teaching. 5 cts.
- *No. 2. Opportunities for graduate study in agriculture in the United States. A. C. Monahan. 5 cts.
- *No. 3. Agencies for the improvement of teachers in service. William C. Ruediger. 15 cts.
- *No. 4. Report of the commission appointed to study the system of education in the public schools of Baltimore. 10 cts.
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- *No. 7. Undergraduate work in mathematics in colleges and universities. 5 cts.
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- No. 9. Mathematics in the technological schools of collegiate grade in the United States.
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- †No. 11. Bibliography of child study for the years 1908-9.
- †No. 12. Training of teachers of elementary and secondary mathematics. 5 cts.
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- *No. 14. Provision for exceptional children in the public schools. J. H. Van Sickle, Lightner Witmer, and Leonard P. Ayres. 10 cts.
- *No. 15. Educational system of China as recently reconstructed. Harry E. King. 15 cts.
- *No. 16. Mathematics in the public and private secondary schools of the United States. 15 cts.
- †No. 17. List of publications of the United States Bureau of Education, October, 1911.
- *No. 18. Teachers' certificates issued under general State laws and regulations. Harlan Updegraff. 20 cts.
- No. 19. Statistics of State universities and other institutions of higher education partially supported by the State, 1910-11.

1912.

- *No. 1. A course of study for the preparation of rural-school teachers. Fred Mutchler and W. J. Craig. 5 cts.
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- *No. 3. Report of committee on uniform records and reports. 5 cts.
- *No. 4. Mathematics in technical secondary schools in the United States. 5 cts.
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- *No. 6. Agricultural education in secondary schools. 10 cts.
- *No. 7. Educational status of nursing. M. Adelaide Nutting. 10 cts.
- *No. 8. Peace day. Fannie Fern Andrews. [Later publication, 1913, No. 12.] 5 cts.
- *No. 9. Country schools for city boys. William S. Myers. 10 cts.
- *No. 10. Bibliography of education in agriculture and home economics. 10 cts.
- †No. 11. Current educational topics, No. I.
- †No. 12. Dutch schools of New Netherland and colonial New York. William H. Kilpatrick.
- *No. 13. Influences tending to improve the work of the teacher of mathematics. 5 cts.
- *No. 14. Report of the American commissioners of the international commission on the teaching of mathematics. 10 cts.
- †No. 15. Current educational topics, No. II.
- *No. 16. The reorganized school playground. Henry S. Curtis. 5 cts.
- *No. 17. The Montessori system of education. Anna T. Smith. 5 cts.
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- *No. 21. Urban and rural common-school statistics. Harlan Updegraff and William R. Hood. 5 cts.
- No. 22. Public and private high schools.
- No. 23. Special collections in libraries in the United States. W. Dawson Johnston and Isadore G. Mudge.
- *No. 24. Current educational topics, No. III. 5 cts.
- †No. 25. List of publications of the United States Bureau of Education, 1912.
- †No. 26. Bibliography of child study for the years 1910-1911.
- No. 27. History of public-school education in Arkansas. Stephen B. Weeks.
- *No. 28. Cultivating school grounds in Wake County, N. C. Zebulon Judd. 5 cts.
- No. 29. Bibliography of the teaching of mathematics, 1900-1912. David Eugene Smith and Charles Goldsfer.
- No. 30. Latin-American universities and special schools. Edgar E. Brandon.
- No. 31. Educational directory, 1912.
- No. 32. Bibliography of exceptional children and their education. Arthur MacDonald.
- †No. 33. Statistics of State universities and other institutions of higher education partially supported by the State, 1912.

1913.

- No. 1. Monthly record of current educational publications, January, 1913.
- *No. 2. Training courses for rural teachers. A. C. Monahan and R. H. Wright. 5 cts.
- *No. 3. The teaching of modern languages in the United States. Charles H. Handschin. 15 cts.
- *No. 4. Present standards of higher education in the United States. George E. MacLean. 20 cts.
- *No. 5. Monthly record of current educational publications. February, 1913. 5 cts.

- *No. 6. Agricultural instruction in high schools. C. H. Robison and F. B. Jenks. 10 cts.
 - *No. 7. College entrance requirements. Clarence D. Kingsley. 15 cts.
 - *No. 8. The status of rural education in the United States. A. C. Monahan. 15 cts.
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 - *No. 11. Monthly record of current educational publications, April, 1913. 5 cts.
 - *No. 12. The promotion of peace. Fannie Fern Andrews. 10 cts.
 - *No. 13. Standards and tests for measuring the efficiency of schools or systems of schools. Report of the committee of the National Council of Education. George D. Strayer, chairman. 5 cts.
 - No. 14. Agricultural instruction in secondary schools.
 - *No. 15. Monthly record of current educational publications, May, 1913. 5 cts.
 - *No. 16. Bibliography of medical inspection and health supervision. 15 cts.
 - *No. 17. A trade school for girls. A preliminary investigation in a typical manufacturing city, Worcester, Mass. 10 cts.
 - *No. 18. The fifteenth international congress on hygiene and demography. Fletcher B. Dresslar. 10 cts.
 - *No. 19. German industrial education and its lessons for the United States. Holmes Deckwith. 15 cts.
 - No. 20. Illiteracy in the United States.
 - †No. 21. Monthly record of current educational publications, June, 1913.
 - *No. 22. Bibliography of industrial, vocational, and trade education. 10 cts.
 - *No. 23. The Georgia club at the State Normal School, Athens, Ga., for the study of rural sociology. E. C. Branson. 10 cts.
 - *No. 24. A comparison of public education in Germany and in the United States. Georg Kerschensteiner. 5 cts.
 - *No. 25. Industrial education in Columbus, Ga. Roland B. Daniel. 5 cts.
 - *No. 26. Good roads arbor day. Susan B. Sipe. 10 cts.
 - *No. 27. Prison schools. A. C. Hill. 10 cts.
 - *No. 28. Expressions on education by American statesmen and publicists. 5 cts.
 - *No. 29. Accredited secondary schools in the United States. Kendrick C. Babcock. 10 cts.
 - *No. 30. Education in the South. 10 cts.
 - *No. 31. Special features in city school systems. 10 cts.
 - *No. 32. Educational survey of Montgomery County, Md. 10 cts.
 - †No. 33. Monthly record of current educational publications, September, 1913.
 - *No. 34. Pension systems in Great Britain. Raymond W. Sles. 10 cts.
 - *No. 35. A list of books suited to a high-school library. 15 cts.
 - *No. 36. Report on the work of the Bureau of Education for the natives of Alaska, 1911-12. 10 cts.
 - No. 37. Monthly record of current educational publications, October, 1913.
 - No. 38. Economy of time in education.
 - No. 39. Elementary industrial school of Cleveland, Ohio. W. N. Hallmann.
 - *No. 40. The reorganized school playground. Henry S. Curtis. 10 cts.
 - No. 41. The reorganization of secondary education.
 - No. 42. An experimental rural school at Winthrop College. H. S. Browne.
 - *No. 43. Agriculture and rural-life day; material for its observance. Eugene C. Brooks. 10 cts.
 - *No. 44. Organized health work in schools. E. B. Hoag. 10 cts.
 - No. 45. Monthly record of current educational publications, November, 1913.
 - *No. 46. Educational directory, 1913. 15 cts.
 - *No. 47. Teaching material in Government publications. F. K. Noyes. 10 cts.
 - *No. 48. School hygiene. W. Carson Ryan, jr. 15 cts.
 - No. 49. The Farragut School, a Tennessee country-life high school. A. C. Monahan and Adams Phillips.
 - No. 50. The Fitchburg plan of cooperative industrial education. M. R. McCann.
 - No. 51. Education of the immigrant.
 - *No. 52. Sanitary schoolhouses. Legal requirements in Indiana and Ohio. 5 cts.
 - No. 53. Monthly record of current educational publications, December, 1913.
 - No. 54. Consular reports on industrial education in Germany.
 - No. 55. Legislation and judicial decisions relating to education, October 1, 1909, to October 1, 1912. James C. Boykin and William R. Hood.
 - *No. 56. Some suggestive features of the Swiss school system. William Knox Tate. 25 cts.
 - No. 57. Elementary education in England, with special reference to London, Liverpool, and Manchester. I. L. Kandel.
 - No. 58. Educational system of rural Denmark. Harold W. Foght.
 - No. 59. Bibliography of education for 1910-11.
 - No. 60. Statistics of State universities and other institutions of higher education partially supported by the State, 1912-13.
- 1914.
- *No. 1. Monthly record of current educational publications, January, 1914. 5 cts.
 - No. 2. Compulsory school attendance.
 - *No. 3. Monthly record of current educational publications, February, 1914. 5 cts.
 - No. 4. The school and the start in life. Meyer Bloomfield.

- No. 5. The folk high schools of Denmark. L. L. Friend.
No. 6. Kindergartens in the United States.
No. 7. Monthly record of current educational publications, March, 1914.
No. 8. The Massachusetts home-project plan of vocational agricultural education. B. W. Stimson.
No. 9. Monthly record of current educational publications, April, 1914.
No. 10. Physical growth and school progress. B. T. Baldwin.
No. 11. Monthly record of current educational publications, May, 1914.
No. 12. Rural schoolhouses and grounds. F. B. Dresslar.
No. 13. Present status of drawing and art in the elementary and secondary schools of the United States.
Royal B. Farnum.
No. 14. Vocational guidance.
No. 15. Monthly record of current educational publications. Index.
No. 16. The tangible rewards of teaching.





A. WILDERNESS WHITE SCHOOL.



B. MINE RUN HIGH SCHOOL, NEAR MINE RUN BATTLEFIELD.



A. NASON'S SCHOOL, WITH INSPECTOR'S CARRIAGE.



B. ZA WHITE SCHOOL—IN OLD STOREHOUSE.

No desks in this school.



A. GEETOWN COLORED SCHOOL.



B. MOUNT NEBO WHITE SCHOOL.

On the grounds of an attractive church building.



A. INTERIOR OF TIBBSTOWN COLORED SCHOOL



B. MOUNT CALVARY COLORED SCHOOL.



A. LOCUST GROVE WHITE SCHOOL.



B. MALLORY WHITE SCHOOL.

In an abandoned store building.



A. MONROVIA WHITE SCHOOL.

In an abandoned colored tenant house.



B. TRUE BLUE WHITE SCHOOL



A. THE NEW SCHOOL.

Built 1913, ignoring regulations of State board of education as to architecture.

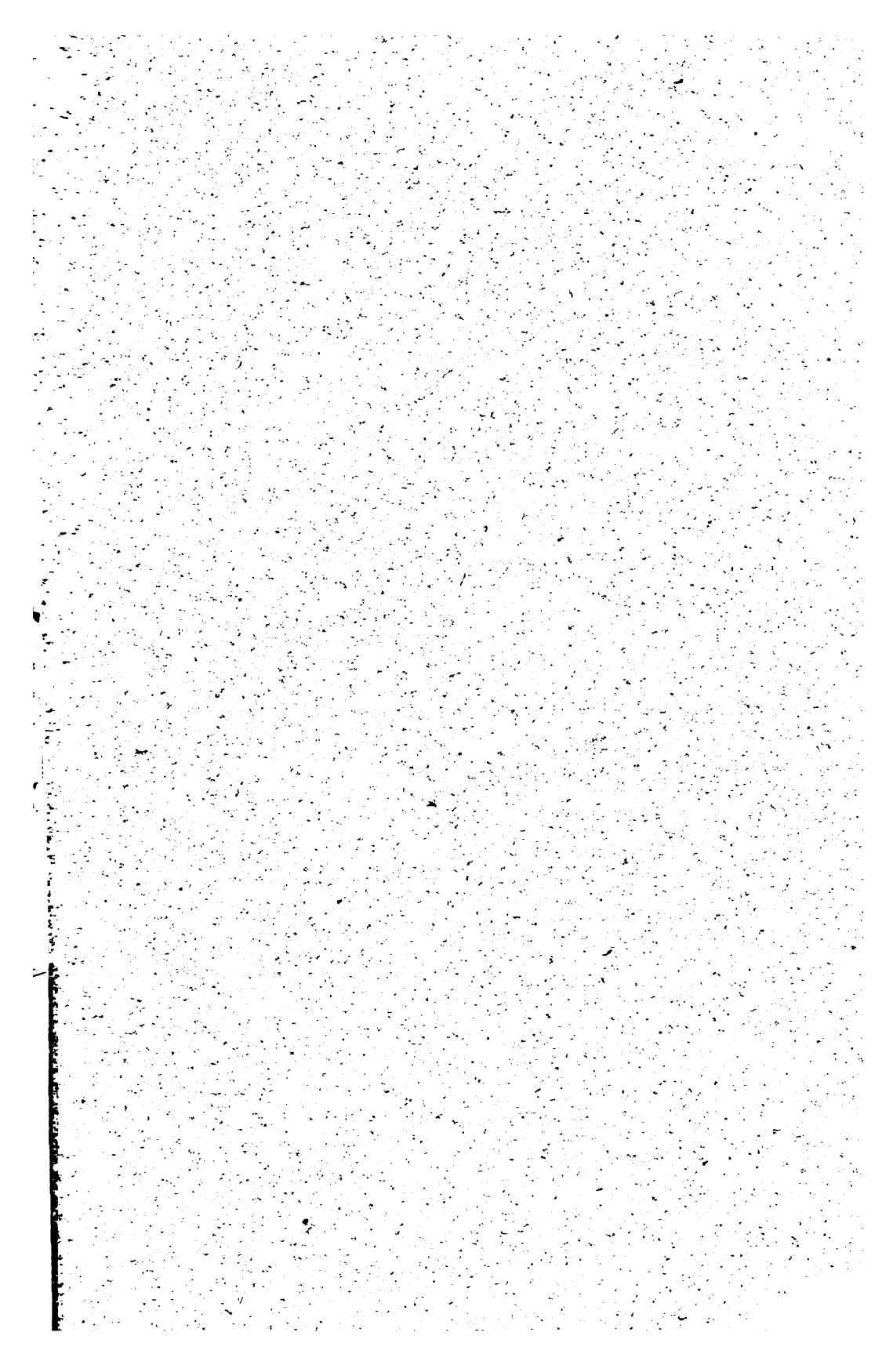


B. TATUM COLORED SCHOOL.

The building is owned by the old colored man shown in the picture.



THORNHILL SCHOOL (WHITE), IN A NEGRO SETTLEMENT.





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UNITED STATES BUREAU OF EDUCATION
BULLETIN, 1914, NO. 18 WHOLE NUMBER 591

THE PUBLIC SCHOOL SYSTEM OF GARY, IND.



By WILLIAM PAXTON BURRIS
DEAN OF THE COLLEGE FOR TEACHERS, UNIVERSITY
OF CINCINNATI



WASHINGTON
GOVERNMENT PRINTING OFFICE
1914



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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, December 16, 1913.

SIR: For several years the public schools of the city of Gary, Ind., have attracted the attention of educators, and teachers and school officers have come from all parts of this country and from abroad to study them. Many brief accounts of these schools have appeared in the newspapers and magazines in the country, but I know of none that attempts to give a detailed and systematic account of their organization and work and the principles on which these are based.

That this office might have such an account Dr. Harlan Updegraff, at that time Chief of the Division of School Administration in this bureau, visited Gary twice in the winter and early spring of 1912, made a careful and prolonged study of these schools at first hand, and prepared a comprehensive account of their organization and work, together with a discussion of underlying principles and a comparison with the schools of other cities.

Dr. Updegraff's report and two brief visits to Gary in the summer and fall of 1912 convinced me that this bureau might do a valuable service to the cause of school administration by having another study made of these schools and publishing a report of the same in the form of a bulletin. To this end I arranged with Dr. W. P. Burris, dean of the College for Teachers of the University of Cincinnati, to study the schools and prepare a report for publication. To assist him in this work I put into his hands the Updegraff manuscript. Dr. Burris spent several days in Gary in the early summer and again in the fall. The accompanying manuscript embodies the result of his first-hand investigation and his study of the Updegraff manuscript and other reports. I recommend that it be published as a bulletin of the Bureau of Education.

It will, of course, be understood by the readers of this bulletin that the Gary school system is too young for a final judgment as to the value of those characteristics for which it is best known, but that time will prove they have merits seems to be the opinion of all who have studied the schools most carefully.

A study of this report will, I believe, show that the superintendent and board of education of the Gary schools have succeeded in working

out plans for a more economic use of school funds, a fuller and more effective use of the time of the children, a better adjustment of the work of the schools to the condition and needs of individual children, greater economy in supervision, a better correlation of the so-called "regular work" and "special activities" of the school, a more practical form of industrial education and at a cost less nearly prohibitive than is usually found in public schools in the cities of this country.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.

THE PUBLIC SCHOOL SYSTEM OF GARY, IND.

I. THE CITY.

On the southernmost shore of Lake Michigan, at a distance of about 30 miles southeast of Chicago, is the city of Gary, Ind. It is named in honor of one of the most important officials of the United States Steel Corporation, which selected this site for one of its greatest manufacturing enterprises. When its foundations were laid seven years ago there were only wastes of shifting sand dunes, dotted here and there with clumps of scrub-oak trees and broken in places by swamps. To-day it is a city of 40,000 inhabitants, with all of the public utilities and facilities characteristic of the modern city. Other great plants erected by various manufacturing concerns are established here, and the numerous advantages of the location foreshadow the rapid development of a populous industrial center.

To an extent unusual even in manufacturing centers, the population of Gary is made up of foreigners. A large number are recent immigrants, and there are probably 30 nationalities to be found here. There are, of course, many skilled workmen, officials, and scientific specialists connected with the various industries, and these constitute a well-educated and important part of the population. But the bulk of the labor force is unskilled, and a large number are illiterate and ignorant of the English language. The children of all of these attend the public schools, and in a photograph of a typical group of 19 pupils which I saw, there were as many nationalities represented.

The rapid growth of the city and the character of the population presented a problem of uncommon difficulty in providing adequate and suitable educational facilities. Provision for these, however, was a first consideration by the city builders, and while keeping pace with the increase in population, there has developed in this city a unique and ingenious synthesis of educational influences which this bulletin seeks to describe and evaluate.

The interest in the school system to be found here has become so widespread that the board of education has found it necessary to set aside certain dates for visitors, with the request not to come at any other time, in order that teachers may properly perform their regular school duties.

During the four weeks of the year 1913-14 when visitors will be welcome—November 17-21, March 16-20, June 8-12, and July

27-31—special provision for observing the work of the schools will be made. The principals of the several buildings will hold round-table meetings the first hour in the mornings for the discussion of the plan of organization and the work of their respective buildings. The superintendent of schools, the assistant superintendents, and the heads of departments will hold round-table meetings daily at 4 o'clock for the discussion of the work of their respective departments. They also plan to have a representative from the faculty of a school of education for each of these weeks, who will hold daily round-table meetings for the purpose of criticizing and evaluating the schools from the standpoint of disinterested educational experts.

II. SALIENT SCHOOL FEATURES.

During my first inspection of the schools, in the latter part of June, 1913, there appeared at the head of an article in one of the local papers the following statistical items showing the growth of the schools during the past seven years:

Gary public schools.

Cost of first schoolhouse.....	\$550
Cost of buildings to date.....	\$620,568
Number of teachers in 1906.....	4
Number of teachers in 1913.....	120
Number of pupils in 1906.....	143
Number of pupils in 1913.....	4,000
Teachers' pay roll in 1906.....	\$3,500
Teachers' pay roll in 1913.....	\$120,000
School tax in 1907.....	\$52,573
School tax in 1912.....	\$244,687
Total school tax in 5 years.....	\$909,504
Bonded school indebtedness.....	\$332,500
Number of books in library, 1908.....	1,000
Number of books in library, 1913.....	18,000

In another local paper, the same day, at the head of several columns describing the "New Froebel School," there appeared the following:

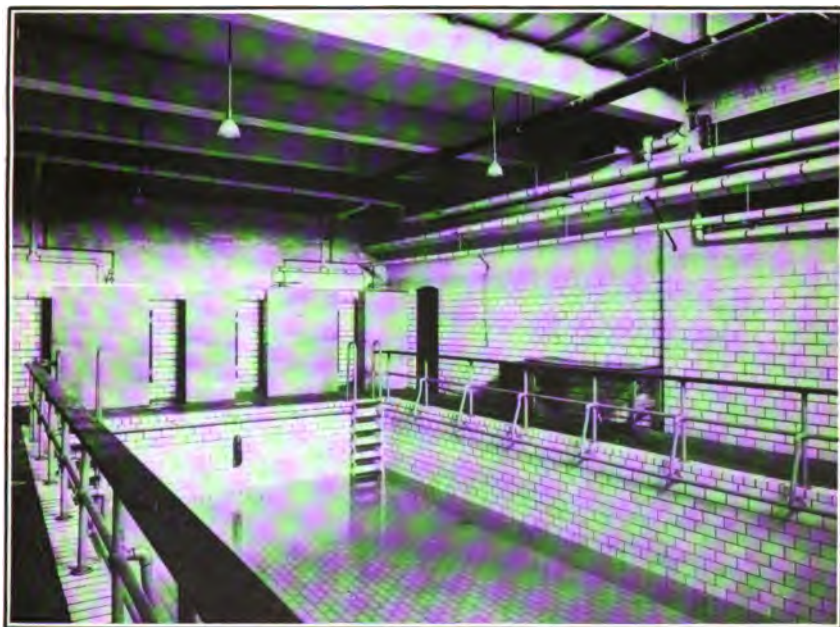
FACTS ABOUT FROEBEL.

Cost of entire plant, \$350,000.
 Ten acres of ground in site.
 Will accommodate 2,800 pupils.
 Will employ 70 teachers.
 Auditorium will seat 1,200 people.
 Equipment most perfect in world.
 To be dedicated in September.

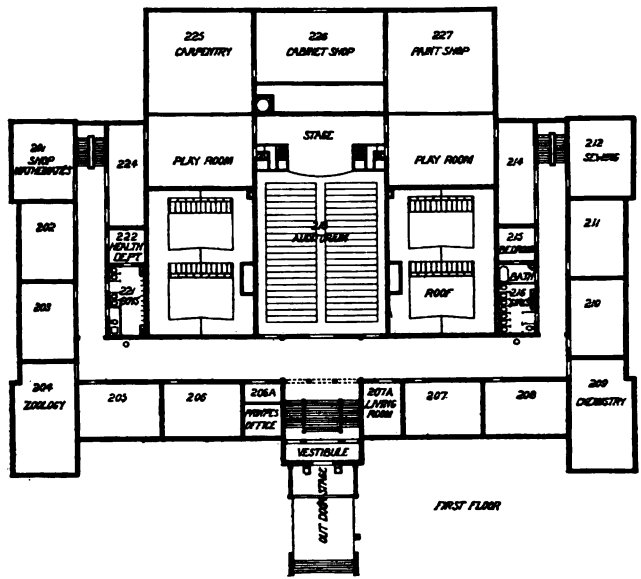
The above are interesting, not only in giving some idea of the present magnitude of a school system which is but seven years old, but also as an indication of the pride which the city takes in its schools. Why is it? Why this unusually generous response of the taxpayers? Why the widespread interest in what the school authorities of Gary are doing and attempting?



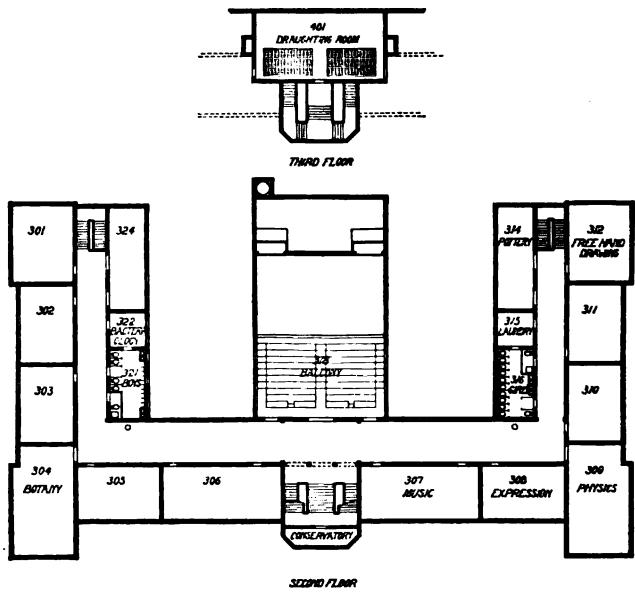
A. EMERSON SCHOOL.



B. SWIMMING POOL, EMERSON SCHOOL.



A. FIRST-FLOOR PLAN, EMERSON SCHOOL.



B. SECOND-FLOOR PLAN, EMERSON SCHOOL

The general answer is, *They are using all of the educational opportunities of the city, all of the time, for all of the people, and in a way which reveals to young and old that what they are doing is worth while.*

SCHOOLS OPEN THE YEAR ROUND.

At the present time they have 10 months' regular school and 10 weeks' "vacation" school, but they are working toward an organization of four quarters of 12 weeks each. Under this plan pupils will be required to attend any three of the four quarters, attendance in the remaining quarter being wholly voluntary. During this quarter of voluntary attendance pupils are to make use of their time with great freedom, involving the responsibility of choosing the best way in which to spend their "vacation" time. For such choice the 36 weeks' compulsory attendance prepares the way through awakened ambition, habits of industry, and development of initiative. Attractive opportunities in industrial, playground, and general culture activities are to do the rest.

In this way the opportunity of the school to find employment for older pupils in the industrial life of the community is increased practically fourfold. Instead of such pupils being thrown upon the market at one time for one portion of the year, a fourth of them would be on the market all of the time. Thus, in connection with vocational departments, four pupils can take the place of one regular continuous apprentice in shop or office. The 36 weeks of fundamental experience in handling certain machines, for example, is to be rounded out by 12 weeks of actual operation of machines in the industrial shops. This annual alternation of schoolroom activities and practical experience would make school laboratories of the shops, with an enormous saving in cost of equipment. Not only this, but the capacity of the school plant, with this four-quarter organization, is thereby increased, with corresponding reduction in the per capita cost and added advantages for children.

As my language indicates, the above form of organization is an ideal toward which they are rapidly approaching. In a school system which is in the making, one can not describe and explain the actual without reference to that which is definitely contemplated, and while the above is only one way in which it is proposed to solve the problem of vocational training, it is deserving of mention here on account of its suggestiveness and practical feasibility. The actual manner in which they are solving this problem will be described in subsequent pages.

But there are other reasons for the proposed four-quarter form of organization. A summary statement of these, taken from an argument by Supt. William A. Wirt, who introduced this division of the

school year when he was superintendent of the Bluffton, Ind., schools, will suffice:¹

1. Many children are unavoidably absent during the school term under the old form of organization. Under the four-quarter arrangement, the allotted vacation of such children can be so arranged as to include such absence, thus insuring 36 weeks of schooling to them.

2. Older children can take their vacation of 12 weeks any quarter of the year during which they can find the most profitable employment. This is of special advantage to those families dependent upon assistance derived in this way.

3. Many times, on account of bad weather, contagious diseases, colds, lack of clothing, overcrowded and insanitary school conditions, etc., the summer quarter, for many very young children especially, is far better than the winter term.²

4. The cost of maintenance is not changed. With the same number of pupils per teacher, and giving 36 weeks of school, the cost is the same whether the pupils are all taught together for 36 weeks or only three-fourths of them together for 48 weeks. Moreover, this plan makes possible, without increased expenditure, a more adequate salary for teachers who are willing and able to accept employment for 48 weeks in the year instead of 36. Furthermore, teachers, as well as pupils, could take a vacation any one of the four quarters, instead of always being compelled to take their vacation in the summer as at present.

5. By permitting pupils to drop out of school at the beginning of any quarter of the year for their vacation, the classes would have to be 12 weeks apart. This would facilitate the easy transfer of pupils from one class to another, thus breaking up the "lock-step" and arriving at a wise compromise between individual and class instruction.

Reasons might be multiplied by way of showing that this plan makes it possible for all concerned to adjust the time spent in school to their convenience, and after the experiment of three years at Bluffton, Supt. Wirt is convinced that "when people are given a chance it will be found that they do not want to go to school at the same time any more than they want to travel at the same time." Some go south for the winter, some go north for the summer, and so on. Use the plant the year round, for this is good business economy, but do not unnecessarily increase its capacity by attempting to care for all at one time for only three-fourths of the year, then allowing it to remain idle for one-fourth of the year, for this is wasteful. This is a cardinal principle with him, and its early adoption,³ with regular studies and special activities running continuously throughout the year, is definitely forecasted.

THE SCHOOL PLANT.

Because of the rapid development of the city, there are all kinds of school buildings and facilities in Gary, from a few of the most modern buildings, with elaborate equipment, down to the portable structures, alone or in groups, in which the work is conducted till more of the buildings suited to their purposes can be constructed. The Froebel

¹ See "A school year of twelve months," by Supt. Wirt, printed in *Education*, June, 1907.

² During the three years when the four-quarter plan was tried at Bluffton the attendance in the primary grades for the summer quarter was greater than for any other quarter of the year.

³ At present there are legal difficulties to be overcome.

Building is the latest and most complete in its appointments, but at the time of my visit it was not in full running order; so I will describe the idea of a school plant which is exemplified in the Emerson School.

The Gary idea of a school plant, we are told in a little folder which is handed to visitors—

is a playground, garden, workshop, social center, library, and traditional school combined under the same management. It is considered of the greatest importance that right conditions be provided for the pleasure and recreation of the child and adult. In addition, a properly organized playground, workshop, and school secure the same attitude of mind toward the reading, writing, and arithmetic that the child normally has for play. Also the shop and school features greatly increase the value of the plant as a recreation and social center for adults.

Exemplified in the Emerson School, a picture and floor plans of which are found on pages 22 and 23, there is a school plant which does not differ radically from many other school buildings to be found in cities throughout the country. But in the manner in which it is used there are many and important differences.

ELEMENTARY AND HIGH SCHOOL IN THE SAME BUILDING.

As will be seen from the uses to which the various rooms are put, all of the grades from the kindergarten to the end of the high-school are under one roof. This is no accident. By means of this arrangement various purposes, economic and educational, are realized. From an economic point of view it is cheaper to have completely equipped centers than to duplicate such equipment in a large number of smaller centers. From an educational point of view it enables pupils to bridge the chasm between the elementary grades and the high school. By ceasing to make the high school a separate and distinct institution, to be "entered" and "graduated" from, pupils do not find a convenient place to stop when they have "completed" the eight grades. In fact the traditional elementary and high schools are here merged into one by introducing as early as the fifth grade several of the usual high-school subjects, the sciences in particular, taught by the regular high-school teachers. Not only this, but the very arrangement of the rooms—placing a grade room next to a science room, for example, so that younger pupils may see an inviting future opportunity—is intended to impress them with the unity of the program, while the practice of having the younger pupils watch the older ones at work, and also of having the older occasionally assist the younger in their tasks, emphasizes the fact that it is one school. Moreover, this arrangement results, practically, in having one standard of discipline for all grades of pupils, involving the obligation of the older to set a good example to the younger, so that the latter will behave like little men and women. Thus, by preventing a radical break in teachers as well as subjects, and by offering something new

and attractive year after year, especially in grades where attendance usually decreases so radically, an important condition for keeping pupils in school is fully met. For this reason the same special teachers have charge of grades 5 to 10, inclusive, and two sets of regular teachers cover the same grades; one, grades 5 and 6, the other grades 7 to 10.

DEPARTMENTAL TEACHING.

The arguments which have led to the introduction of departmental teaching in many elementary schools throughout the country, especially in the upper grades, are too well known to call for extended review here. In Gary it is considered that the most weighty of these apply with equal force in all grades of the school. Especially is this true if the various special activities which have won the right to a place in the school program are to be successfully utilized. Special activities call for specialists to conduct them. Teachers can rarely be found who are sufficiently many-sided to teach all of the "common branches" and assume the right attitudes toward these various special activities and handle them properly. For example, many teachers highly successful in the classroom would appear ridiculous if they attempted to conduct organized play which requires a special dress, good physique, agility, and other qualities not demanded of the ordinary grade teacher. To a greater or less extent and for various reasons the same is true with manual and industrial activities, music, nature study, gardening, drawing, etc., and so Gary is seeking the maximum of efficiency by division of labor, special preparation, and the adaptation of the various workers to the various lines of work. All reasonable objections to the departmental plan of organization are overcome by keeping pupils one half of the time under a classroom teacher for the regular traditional studies, the other half being spent with special teachers. In practice Gary has found it more satisfactory to divide the regular studies between two classroom teachers—one having charge of the reading, writing, spelling, and formal language work; the other, the history, political geography, and arithmetic.

The impossibility of regular teachers conducting successfully the various special activities is universally recognized, and the practice is common of employing a force of special supervisors and assistants. In Gary there are no supervisors,¹ aside from the principal and superintendent, the former acting as one of the physical training teachers. It is believed that regular teachers, giving instruction in a limited number of subjects, for which they have been specially trained and selected, make any overhead charge for supervision, beyond that of the principal and superintendent, an unnecessary

¹ There are, however, heads of departments and a director of industrial education.

expense, as well as undesirable on other grounds. Moreover, the character of the daily program and the manner in which the plant is utilized, with the scheme for the alternation between regular and special work, make it possible to accommodate a larger number of pupils in the same building with a teaching corps less in number than that necessary where special supervisors are employed.

THE DAILY PROGRAM.

In order to understand the nature of the daily program, the way in which all parts of the plant are used all of the day, and the manner in which regular and special work alternate, let us see how a 16-class elementary school would be managed in a school plant of a type with which all are familiar, namely, a building of eight classrooms with an auditorium, basement, library, playground, and an attic which may usually be converted without much difficulty or expense into a gymnasium, in case this has not been provided. Indeed, the first permanent building, the Jefferson, in which the operation of the present system at Gary was undertaken was one of this description. It was erected by the United States Steel Corporation for the use of the elementary schools in accordance with the practice common everywhere, before public funds were available and without any plans from Supt. Wirt as to the manner in which it should be arranged. He came to Gary with definite ideas of the kind of school plant to provide the conveniences, as well as the necessities, of the schools as he thought they ought to be conducted; but before such a plant could be provided it was necessary to use the facilities on hand, if possible, and to take care of the very rapidly increasing school population. What he did, therefore, is of interest to all school authorities, especially those confronted with similar conditions, who see in his plans the possibility of greater economy and efficiency as well.

For eight primary classes he formulated the following daily program:

Daily program No. I.

Time.	Regular studies.				Time.	Special activities.			
	Class-room I.	Class-room II.	Class-room III.	Class-room IV.		Basement, garden, attic, auditorium, shops, workrooms, laboratories.	Playground.		
8.45-10.15.....	1A	2A	3A	4A	8.45-9.30.....	1B	3B	2B	4B
10.15-11.45.....	1B	2B	3B	4B	9.30-10.15.....	2B	4B	1B	3B
1.00-2.30.....	1A	2A	3A	4A	10.15-11.00.....	1A	3A	2A	4A
2.30-4.00.....	1B	2B	3B	4B	11.00-11.45.....	2A	4A	1A	3A
					1.00-1.45.....	1B	3B	2B	4B
					1.45-2.30.....	2B	4B	1B	3B
					2.30-3.15.....	1A	3A	2A	4A
					3.15-4.00.....	2A	4A	1A	3A

Observe that only four regular schoolrooms are required for these eight classes. While these four classrooms are occupied by four classes engaged in the regular studies, four other classes are accommodated by other parts of the school plant devoted to the special activities. Half the day is given to the regular studies, and half the day to the special activities. The regular studies occupy two periods of 90 minutes each, one in the forenoon and one in the afternoon. The same amount of time is given to the special activities, the 90-minute periods being subdivided into 45-minute periods. The three hours, 90 minutes in the forenoon and the same in the afternoon, devoted to the regular studies (arithmetic, history, geography, and the formal language studies of reading, writing, spelling, and composition) are divided as the regular teachers see fit. Each regular teacher has but one class at a time, and the way in which the time is divided, whether in recitation, study, individual help, or otherwise, depends upon the needs of those in the class.

For eight other classes in the same plant, grades 5 to 8, inclusive, one class for boys and one class for girls in each of these grades, he formulated the following program:

Daily program No. II.

In actual practice it is found advisable to alternate the manual arts with the music, drawing, and literature, so that each may have a 90-minute period every other day.

Time.	Regular studies.				Time.	Special activities.			
	Class-room V.	Class-room VI.	Class-room VII.	Class-room VIII.		Science.	Manual arts.	Music, drawing, and literature.	Play.
8.45-10.15.....	5B	6B	7B	8B	8.45-9.30..... 9.30-10.15.....	5G 6G	7G 8G	6G 5G	8G 7G
10.15-11.45.....	5G	6G	7G	8G	10.15-11.00.. 11.00-11.45..	5B 6B	7B 8B	6B 5B	8B 7B
1.00-2.30.....	5B	6B	7B	8B	1.00-1.45.... 1.45-2.30.....	5G 6G	7G 8G	6G 5G	8G 7G
2.30-4.00.....	5G	6G	7G	8G	2.30-3.15..... 3.15-4.00.....	5B 6B	7B 8B	6B 5B	8B 7B

Segregation of the sexes was not the result of any prejudice against coeducation, but was simply the result of attempting to give to each pupil that which he most needs. In doing this the organization of classes for play, gymnasium, manual activities, applied science, vocational studies, personal hygiene, etc., required this unisexual classification, with the result that it was retained in the regular studies in order to prevent the breaking up of classes several times during the day.

Combining the two daily programs given above into one, the manner in which the usual 8-classroom building is made to accommodate 16 classes, in connection with special rooms and outdoor playgrounds, becomes clear. It is also clear that all of the plant is used all of the available time.

Program showing how 16 classes are accommodated in a school building having only 8 regular classrooms.¹

Regular studies.		Forenoon.		Afternoon.	
Teachers.	Room.	90 minutes.	90 minutes.	90 minutes.	90 minutes.
First grade.....	Classroom.....	1A	1B	1A	1B
Second grade.....	.....do.....	2A	2B	2A	2B
Third grade.....	.....do.....	3A	3B	3A	3B
Fourth grade.....	.....do.....	4A	4B	4A	4B
Fifth grade.....	.....do.....	5A	5B	5A	5B
Sixth grade.....	.....do.....	6A	6B	6A	6B
Seventh grade.....	.....do.....	7A	7B	7A	7B
Eighth grade.....	.....do.....	8A	8B	8A	8B

Special activities.		45 min-utes.	45 min-utes.	45 min-utes.	45 min-utes.	45 min-utes.	45 min-utes.	45 min-utes.
Teachers.	Room.							
Music and literature.....	Auditorium.....	1B	2B	1A	2A	3B	4B	4A
Drawing and manual training.....	Basement.....	3B	4B	3A	4A	1B	2B	2A
Music and literature.....	Library.....	5B	6B	5A	6A	7B	8B	7A
Nature study.....	Basement.....	7B	8B	7A	8A	5B	6B	5A
	Attic.....	2B	1B	2A	1A	6B	5B	6A
Three physical-culture teachers and the building principal.	Playground.....	4B	3B	4A	3A	8B	7B	8A
	.....do.....	6B	5B	6A	5A	2B	1B	4A
	.....do.....	8B	7B	8A	7A	4B	3B	2A

¹ See statement at the head of Daily Program No. II, above.

This program, taken with slight modification from the little folder prepared for the use of visitors, to which reference has already been made, is more easily understood and therefore more valuable for purposes of illustration than the more complicated program of the Emerson School with its 40 or more classes. Such a program as the above, however, with various modifications, is followed in all of the Gary schools. The daily program of the Emerson School will be found in the fourth section of this bulletin and is taken, with slight alteration, from an unpublished report on the Gary schools, prepared by Dr. Harlan Updegraff, formerly Chief of the Division of School Administration in the Bureau of Education.

It will be seen from the actual daily program of this school¹ that there are certain variations from that given above, but, in general, it is so arranged that half of the pupils give half of each forenoon and afternoon session to regular studies, followed by an equal amount of time given to the special activities. The other half of the pupils have the same program, but in reverse order. In this way the regular

¹ Since September, 1912, a new and more satisfactory program has been followed. See p. 41.

studies and the special activities are conducted continuously throughout the day, and by special teachers, on the departmental plan, as far as is considered desirable in either group of subjects. In the upper grades it has been found that the time allotted to the regular studies can be diminished so as to give more time to certain special subjects. In the grades corresponding to high school the recreational activities receive a different emphasis and place on the program, and this department in the system does not differ radically from that in cities elsewhere. The most important difference is in the length of the school day.

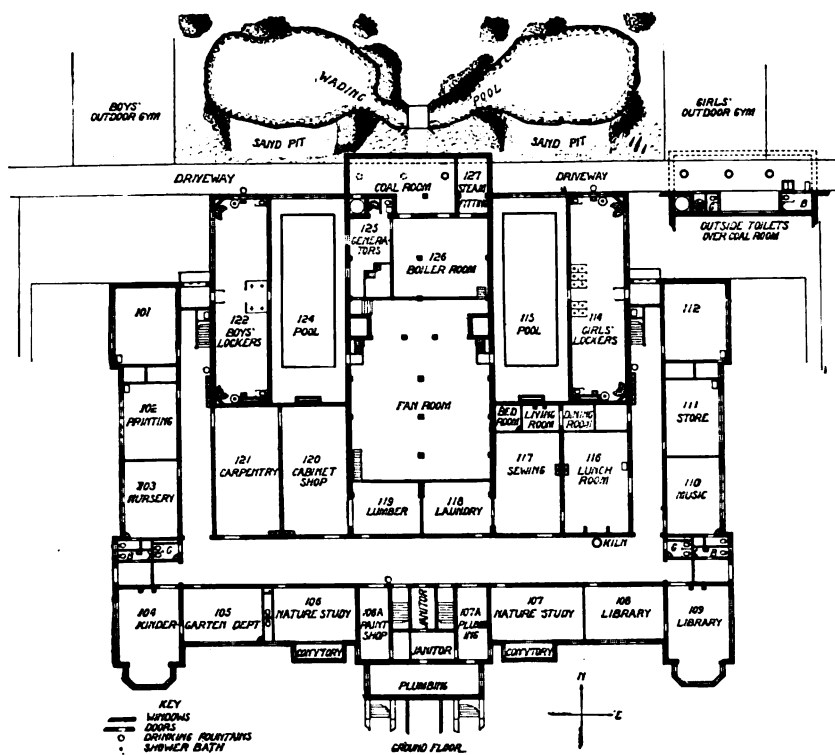
THE SCHOOL DAY.

In the actual programs of the Emerson School the school day appears to be excessively long. For the lower grades it is from 8.45 to 11.45 in the forenoon, and from 1 to 5 in the afternoon, making a total of seven hours; for the upper grades and high school it is from 8.30 to 12 in the forenoon, and from 1.15 to 5 in the afternoon, making a total of seven hours and a quarter. Nor is this all. Teachers are required to be on duty at 8 o'clock in the morning to assist pupils in work or play. The regular classroom teachers may depart at 4 in the afternoon; all others must remain till 5.

The purpose is to utilize the pupils' leisure time for wholesome recreation or supplementary work. Under the conditions of modern urban life this leisure time in most cases becomes "street and alley time," to use Supt. Wirt's way of putting it. He believes that the child should be trained in the definite control of his leisure for his well-being. Consequently, the school offers attractive opportunities for recreational activities and voluntary work. The playground teachers have charge of all of the recreational facilities for an hour before school, during the noon hour, and for an hour after school. The number of such teachers makes it possible to divide this time among themselves, so that the attendance of any one of them is not required for more than one of these extra periods each day.

PLANT OPEN SATURDAYS.

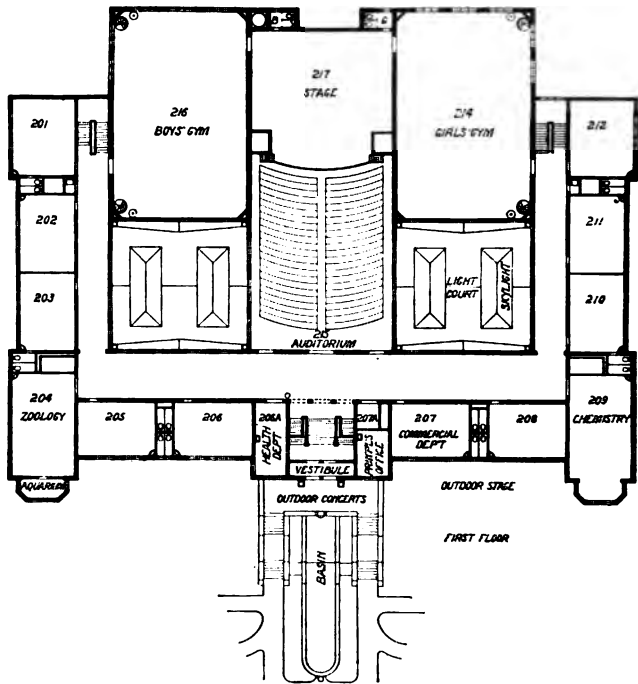
With the same purposes in mind as those which resulted in keeping the plant open on other days before and after regular school hours, the plant is kept open on Saturdays from 9 a. m. to 5 p. m. A sufficient number of the regular classroom teachers are called upon to meet the demand for this Saturday work, and they are paid \$1 per hour for the extra service. Special teachers, in charge of laboratories, workshops, playgrounds, etc., receive extra pay at the rate of 75 cents per hour. Pupils come and go as they please, and work or play as they choose, and the responsibility imposed upon them leads to initiative on their part, whereby "the play impulse is transformed into the work impulse."



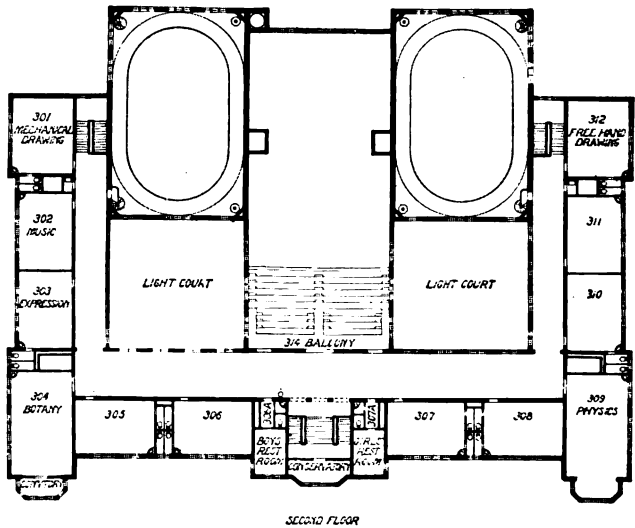
A. GROUND-FLOOR PLAN, FROEBEL SCHOOL.



FROEBEL SCHOOL.



A. FIRST-FLOOR PLAN, FROEBEL SCHOOL.



B. SECOND-FLOOR PLAN, FROEBEL SCHOOL.

PLANT OPEN EVENINGS.

The Emerson School plant is also open four evenings per week from 7 to 9.30 for continuation school and social and recreational center activities, such as are now found in most large cities. In spite of the disadvantages in location for such purposes, the attendance is steadily increasing, and the brilliantly lighted Emerson plant, grounds and building, in the evening presents an attractive picture with the various activities which we have indicated.

To a large extent those in charge of the evening instruction are from the day school force of the city, the work being so divided that each teacher will not have more than two evenings per week. Their compensation is at the rate of \$1 per hour. Instruction in the gymnasium, swimming pool, football, basket ball, etc., is to some extent in charge of the more mature students from the upper classes of the high school, who are especially fitted for such work and are properly compensated.

VOCATIONAL TRAINING.

In preceding pages, in connection with my description of the plans for schools the year round, I told of a plan toward which the authorities are working in the solution of the problem of vocational training. I come now to a description of the manner in which they are actually attempting to solve it. This plan is not to be abandoned when the proposed arrangement is in effect. On the contrary, these two ways of working at this problem are complimentary to each other.

In brief, the plan consists in having a number of regular workmen, selected on account of their upright character, intelligence, skill, and teaching ability, employed the year round in equipping and repairing the school plants of the city, pupils working with them in much the same way as the old-time apprentices. There are carpenters, cabinet-makers, painters, plumbers, sheet-metal workers, engineers, printers, electricians, machinists, foundrymen, etc., sufficient to meet the needs of the schools; and instead of employing a large number of these to put things in shape during vacations, in the manner common in other cities, this city which has no long vacations, employs a much smaller number and keeps them continuously employed throughout the year. Bookcases, cabinets, tables, desks, benches, etc., are made, and these require staining and finishing. Some of the buildings or parts of buildings are painted, inside and out, and there is always varnishing to do. The interior finish of buildings and the desks and furniture have to be done over, from time to time, and so on. The engineer of the heating, lighting, and ventilation plant gives lessons in

firing, engineering, and ventilation. The electrician must care for many motors, lights, bells, clocks, etc., and there are opportunities for teaching winding, motor construction, etc. The printing plant offers opportunities for both boys and girls in printing, making notebooks, repairing and rebinding books, etc., and cuts for illustration, involving photography and photoengraving, must be made. Plumbing must be installed and kept in repair, and numerous parts of the school equipment call for the sheet-metal worker. A foundry and a machine shop are necessary, and these call for draftsmen to furnish plans and specifications. Moreover, in the purchase, care, and distribution of a great variety of supplies, there is a laboratory for giving insight into commercial and business methods, calling for clerks, stenographers, bookkeepers, filing of correspondence, making office reports, etc.¹

At the time of my visit Supt. Wirt told me that 340 boys and girls attending the Emerson School were getting vocational experience in the fields mentioned. They were doing real work under the direction of real workmen, and the variety of opportunity aids them to find their places in the industrial or business world outside. With this vocational experience, changing from one thing to another as soon as they find no interest in or aptitude for a given line of work, this plan eliminates many of the "misfits" which would otherwise have to be discovered and eliminated by employers in business and industrial life, to the serious disadvantage of both employer and employee.

Add to the lines of work described above those phases of work involved in domestic science and domestic art, and the result is a remarkably complete opportunity for vocational education. For this, to which pupils in the upper grades and high school are admitted, the manual training of the lower grades is a preparation. Indeed such vocational training is definitely foreshadowed by the construction work of the smaller children; and surrounded, as they are, by older pupils and real workmen (overalls and all) and real shops which are doing real things, they, too, have a motive for learning to do things.

Elsewhere I shall discuss the cost of the school system of Gary, but it seems advisable to say here something of the expense for this phase of the work. Nearly all of these lines of work are self-supporting. Some of them, indeed, are a source of income to the schools, to say nothing of the value of them as an educational opportunity. I can best show this by giving a report which was submitted to the Gary school board:²

¹ See the article, "Can the administration department of a school system serve as a laboratory for the vocational training of children," by G. E. Wulffing, director of industrial education, Gary, Ind. School Board Journal, August, 1912.

² See also report for the year ending Aug. 1, 1913, p. 49.

To the members of the Gary school board.

GENTLEMEN: I present herewith a report on the work of the shops and the manual training and drawing departments for the year ending August 1, 1912.

Printing department.

	Debits.	Credits.
Value of work produced during the year.....		\$1,972.92
Salary.....	\$1,483.49	
Supplies purchased.....	314.00	
		<hr/> 1,797.49
Balance in favor of shop.....		175.43
Number receiving instruction, 35.		

Cabinet department.

Value of work produced.....		\$3,608.85
Salary.....	\$1,398.40	
Supplies purchased.....	1,716.25	
Repairs.....	40.72	
		<hr/> 3,155.37
Balance in favor of shop.....		453.48
Number receiving instruction, 24.		

Painting department.

Value of work produced.....		\$1,591.25
Supplies purchased.....	\$240.73	
Salary.....	1,104.00	
		<hr/> 1,344.73
Balance in favor of shop.....		246.52
Number receiving instruction, 46.		

Report on the expenditures of the manual training and drawing departments for the year ending August 1, 1912:

For equipment.

Manual training shop.....	\$371.15
Primary manual training and drawing.....	99.15
Advanced drawing and arts and crafts.....	22.05

For supplies and repairs.

	Amount.	Enroll-ment.	Per capita.
Manual training shop.....	\$474.44	292	\$1.625
Primary manual training and drawing.....	278.03	2,829	.098
Advanced drawing and arts and crafts.....	113.61	159	.715
Domestic science.....	149.40	137	1.09
Domestic arts.....	28.62	92	.311

Above does not include night school or Saturday attendances, but covers cost of same, which makes per capita cost higher than it would otherwise be.

Respectfully submitted.

G. E. WULFING.

In order to prevent any difficulty with the labor organizations, only union workmen are employed for the industrial work in connec-

tion with which pupils get vocational training. Pupils who work with them get no pay, their services being given in exchange for the instruction which they receive. In case pupils do not wish this vocational training, preferring to give their time to academic studies, in view of higher and professional education, they are at liberty to do so.

THE SCHOOL GROUNDS.

To the rear of the building site proper of the Emerson Building is a tract 320 by 295 feet, surrounded by a fence and subdivided by a division fence which separates it longitudinally into two equal parts, one part being for boys, the other for girls. In each is a playground, school garden, and garden house. There are also little houses for pet animals. These structures were planned and built by the pupils. There are also tennis courts, sand pits, wading pools, trees, and almost every conceivable kind of playground apparatus; and these things, too, are to a large extent the result of pupils' work. They even helped to build the fences, and woe unto him who would molest any of the trees or shrubbery which they have planted in the rich black soil shipped in and used as a covering to convert the sandy waste into a miniature park and garden.

The space is a little crowded for all of these things, and steps have already been taken to enlarge these grounds.¹ The tract upon which the new Froebel Building stands comprises 10 acres, one-half of which is used for playgrounds, 2 acres for school gardens, and 3 acres for a park. There are also two conservatories as necessary adjuncts of the garden and nature study work, the botany work in the upper grades and high school, and for supplying plants for the schoolrooms.

THE SYSTEM IN OPERATION.

The foregoing pages have indicated the general character of the work and the provisions for it, but as one observes the school in action he discovers various other special arrangements.

Arriving at the building soon after 8 o'clock in the morning, the visitor finds that children are already in every part of it. It is a warm June morning, and as one passes the playgrounds and garden many children are busy there. Entering the long spaciuous corridors, other children are seen hurrying to and fro, as at the time of passing from regular studies to the special activities during the day. Since the same rooms are used by different groups in the evenings and on Saturdays as well as during the regular school day period, each pupil must have a locker, where he may keep his books, hat, wraps, "gym" suit and shoes, ball, etc., according to each pupil's needs during the

¹ Adjacent ground has been purchased recently.

whole round of his daily occupation. Much of the passing, therefore, is occasioned by pupils returning things to the lockers or in taking from them something necessary for the occupation which comes next, and it is much to the credit of pupils that perhaps a majority of them do not find it necessary to use the lock to secure their belongings.

In some of the rooms used by pupils in the lower grades there is a peculiar kind of desk. They are constructed by the workmen in the industrial department, with the aid of pupils, and are not made merely "for listening." They are desks with vises attached, so that they can readily be converted into workbenches. They have also loose tops, which can be readily replaced when badly soiled, mutilated, or worn out. Instead of the usual type of seat attached to the floor or to the desk immediately behind it, each desk is provided with a substantial four-legged stool, also made by the school workmen, and this is pushed under the desk out of the way when the pupil does bench work of any kind. On occasion the pupils take up the stools and the tops of the desks and go out into the corridors, garden, or elsewhere to do such work as sketching, copying from the black-board, etc.

Perhaps the visitor glances into the shops and, if so, he sees boys there working eagerly to complete some piece of work in which they have become deeply interested. Or, a glance into the auditorium at intervals during the day discloses children there engaged in dramatics, singing, listening to the Victrola or piano player, looking at the stereopticon or moving pictures, or hearing illustrated talks, etc.

One meets them in the corridors, studying and making notes on charts, maps, specimens, and other material exhibited there. They are in the laboratories, some working, others observing, older pupils "showing" the younger, or instructors conducting a regular class exercise.

It is not necessary to linger long where the regular studies are conducted. It is readily discovered, however, that in spite of departmental teaching, the special teachers are doing teamwork. For example, the teachers of the girls who have botany, physics, and sewing in grades 7 and 9, and those who teach them zoology, physiology, chemistry, and cooking in grades 6, 8, and 10, do not say to each other, "I have no need of thee." They meet and plan their work together. Even the playground teachers connect their work with other departments. The physiology teachers develop the theory of hygiene; the physical training teachers form those habits of right living which are its application; the arithmetic teachers develop the theory of mathematics, with actual practice in measuring things and in working with relations of magnitude in connection with real objects; the playground teachers supplement such work with games involving mathematical calculations. In a similar

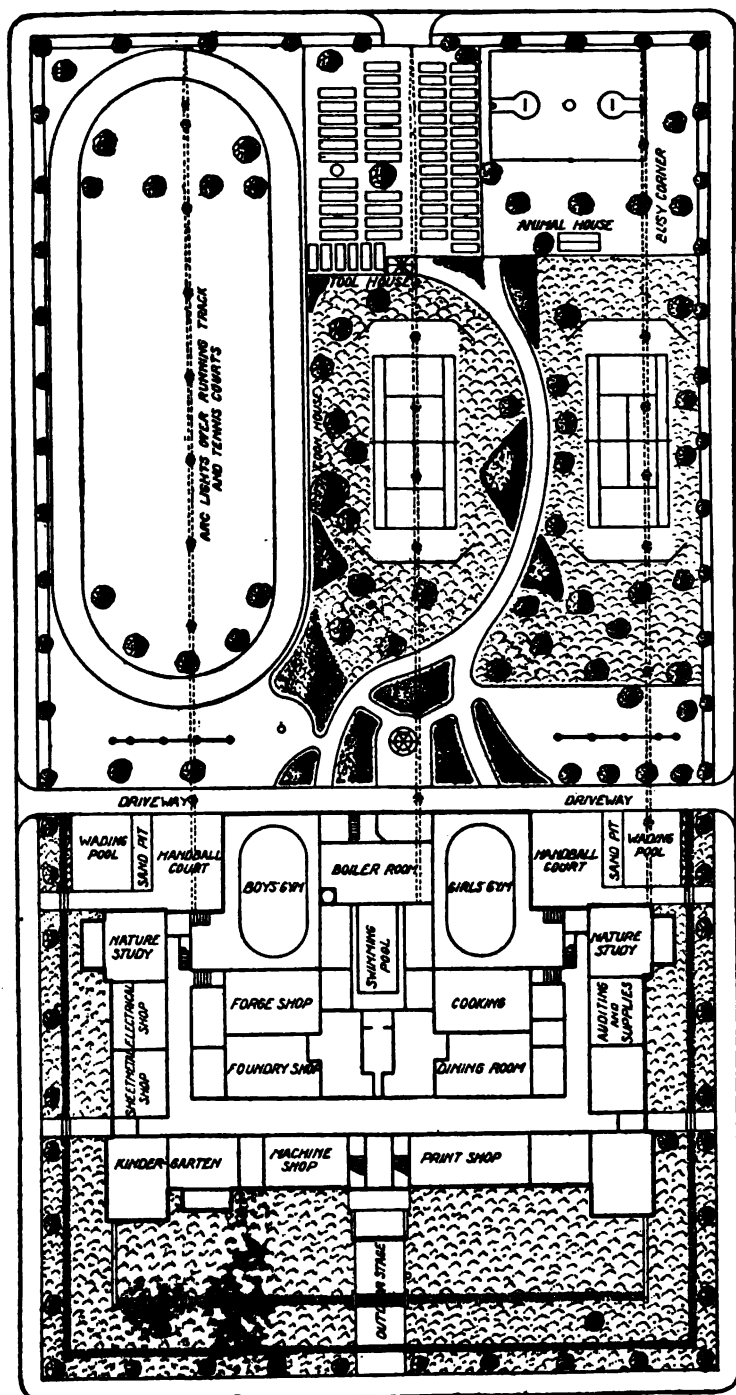


FIG. 1.—Plan of Emerson School and Playground.

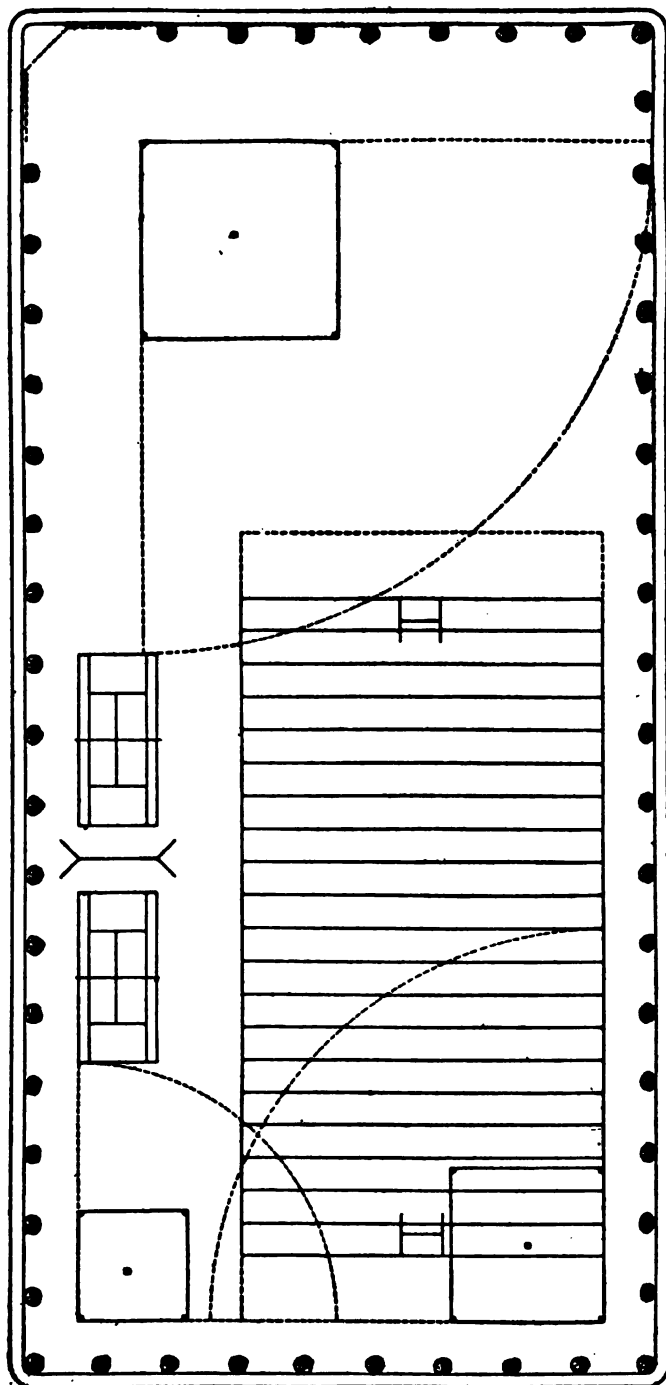


FIG. 2.—Playground adjoining Emerson School.

manner the playground supplements the dramatization work of the literature teacher. In a word, the principle of correlation of studies is clearly apparent, and while this principle may not be as closely applied as it might be where one teacher has charge of all the subjects in a grade, its value is fully recognized in all grades from the kindergarten up.

The girls in the advanced grades are also receiving vocational and industrial training, for in addition to learning how to be intelligent home makers, many of them are in the commercial and printing departments; some are at work in the arts and crafts; others in the school store and the school bank, these two adjuncts being an actual business department, conducted according to strict business principles, to give reality to commercial studies.

THE NEED FOR SPECIAL SCHOOLS LESS.

If inquiry is made as to what is done for pupils who are weak, physically or mentally, for those who are defective, retarded, or exceptionally bright, in a word, for any who can make use of any part of the school plant, but are in some respect so exceptional as to call for a special program, the answer is readily forthcoming. If the pupil is weak physically and can not undertake all of the work of a regular grade, he uses the other facilities of the school as he would use a sanitarium for gaining health. The character of the daily program permits him to spend all of the time in the special activities, if that is best for him. A child may, for instance, spend most or all its time in supervised out door play until it gains strength to do the regular amount of school work. Children are sent to school rather than kept at home to gain health. He can take up the regular studies as he becomes able to do so. If a pupil is deficient in one subject, or phase of a subject, he can do double work in this subject and "catch up" by attending the class dealing with that which he does not well understand, and omitting temporarily some of the special activities in progress at the same period of the day. He can also return on Saturdays for the necessary help and, if necessary, attend the "vacation" quarter. He is promoted by subjects, instead of being held back on account of failure in one or two branches. If he is defective, he does what he can. If he is retarded, he takes such activities as will awaken his dormant or arrested mental activities, entering upon the regular program of the normal pupil as soon as he is prepared for it. If he is exceptionally bright, he can go as fast as he is able, not neglecting the special activities to the extent that this variation in program would work injury to his health.

Thus the flexibility of the program in the Gary schools, with its alternation of regular studies and special activities and with exercises



A. SEWING ROOM, EMERSON SCHOOL.



B. COOKING ROOM, EMERSON SCHOOL.



A. PRINTING SHOP.



B. FREEHAND DRAWING ROOM.

in each in progress the whole day long, makes it possible to adapt the program to the pupil instead of attempting the reverse. If a pupil can not profit by one form of exercise, he does not have to mark time while others are doing so; he does something from which he can derive benefit. Thus there is no necessity for numerous expensive special schools, which are found in other cities, and are necessarily inconvenient to many on account of the wide area from which their pupils are drawn. This statement does not apply, of course, except in a limited way, to deaf or blind children or to those of such degree of abnormality as to require the special course of a school for feeble-minded. For such children a different kind of teaching, not a different adjustment of studies, is needed.

THE SCHOOL FARM.

Little need be said of the school farm. At present the indications are that it is a liability rather than an asset, so far as its use by the schools is concerned. It is a delightful tract of 160 acres, situated 12 miles east of the city, and easily accessible by the interurban cars and the public highway. A winding stream flows through it on one side, and the loamy bottom land and the upland, partly wooded but principally clear, partly sandy and partly clay, gives to the farm a most desirable variety of soil conditions for demonstration purposes. There is a fine herd of thoroughbred Holsteins, a model dairy, good orchards, and substantial farm buildings. A graduate in agriculture from one of the leading State universities is in charge, and with necessary assistants is engaged in trying to bring the farm up to a high state of cultivation and production.

For a while there were several boys on the place. Some were from homes in which they were surrounded by unwholesome conditions; others were boys who thought they might like farming for a livelihood. They went voluntarily, and a teacher was placed in charge of them. They constructed comfortable quarters in which to cook, eat, and sleep. They also built a one-room building with spacious fireplace, which served admirably for a clubroom and place of instruction. On one wall is a blackboard, and there must have been a certain charm in the surroundings when teacher and pupils gathered about the open roaring fire for story telling and for practical instruction suited to the interests of these young farmers. It was not long, however, before the boys began to discover that farm life under the conditions that prevail in that section, is not as profitable financially as employment in Gary's many industrial enterprises, and that greater investment is necessary for farming. Others found that the Emerson School plant offered much greater attractions; and at the time of my visit to the farm, "Boytown," as the boys called the group of buildings erected by themselves for their own use, was completely deserted.

The school-farm experiment was a failure as such, notwithstanding the fact that the boys, from 12 to 18 years of age, had to work around the cottages and on the farm only out of school hours. They received 15 cents an hour for their work and earned enough to pay their board and something besides. The following work card of a boy shows what he did and what he earned in two weeks:

Work card for two weeks of one of the boys in the farm school.

Dates.	Work done.	Time.	Rate.	Earned.
		<i>Hours.</i>	<i>Cents.</i>	
December 18.....	Husking corn.....	2	15	\$0.30
19.....	Shoveling clay.....	4	15	.60
20.....	Husking corn.....	3	15	.45
21.....	Mending tent.....	5	15	.75
22.....	Hauling wood.....	5	15	.75
23.....	Husking corn.....	3	15	.45
24.....	No work.....	0	15	.00
25.....	Laying linoleum.....	3	15	1.20
27.....	do.....	9	15	1.35
28.....	do.....	9	15	1.35
29.....	Teaming.....	6	15	.90
30.....	Painting.....	3	15	1.20
Total earned.....				2.30
Board for 2 weeks.....				6.00
Net earnings.....				3.30

The farm is not a place to send juvenile delinquents, for under the conditions of school life, such as we have described at the Emerson School, delinquents are few. It can be made a source of income and an object lesson to farmers in the vicinity, no doubt; and it may be a delightful place for school excursions. In some such manner the farm will continue as one feature of Gary's school enterprise, not less in value because the original purpose for which it was intended has been abandoned.

OTHER FEATURES AND USES OF THE SCHOOL PLANT.

One of the remaining features deserves brief mention, at least. I learned nothing of it on the occasion of my visit, and I present it in the language of another,¹ who depicts it with great enthusiasm:

One of the basement rooms in the Emerson School bears the legend—

BOYVILLE COUNCIL CHAMBER MAYOR AND CLERK'S OFFICE

Inside is a semicircle of aldermanic chairs with the mayor's *siege d'honneur* at the top. Here the representative council of Boyville, elected by the duly qualified voters, meets and passes its ordinances. The other day it enacted an ordinance making the kids cut out going over people's vacant lots in the school neighborhood. Did it themselves. They sent a delegation down to the Gary city council, requesting

¹ Herbert F. Roberts, on "Bolstering up the bulwarks," printed in the *Kansas Magazine*.

more garbage cans for Gary and pledging the kids of Boyville to pick up the waste papers and put them in the cans and help keep the town clean. The delegation further demanded stricter enforcement of the law against the sale of cigarettes. The fact of the business is that in five years' time the kids of Boyville and the Emerson School will be running that town of Gary and running it right. In five years the Gary schools will own the whole works and everybody in it.

The officers of this school city, as I learn from the Updegraff manuscript, are elected in accordance with the practices which prevail in civil elections. To a certain extent Boyville exercises certain functions in the government of the school, and they issue a paper, *The Boyville News*, printed by the Emerson School Press and devoted to the interests of the school.¹

There are also glee clubs, orchestras, a brass band, clubs, athletic teams, etc., and for these, as well as for public exercises, receptions, and other social gatherings the school makes appropriate provision, without charge. Something for everybody, young and old, to fit for efficient work and wholesome leisure, and everybody for something, seems a fitting way in which to characterize this effort to gather up, in a unitary and well-organized way, the educational and recreational agencies of the city.

At Gary it is held that the practice in other cities of introducing separate recreation centers, under a separate management, is poor economy and otherwise undesirable. On this point I may include here a statement and figures from the address of Supt. Wirt at the meeting of the Department of Superintendence, National Education Association, held at St. Louis in February, 1912:

We have not utilized the school plants completely unless they are used for recreation and social centers by adults. Fortunately, a school plant that provides for the constructive play and recreation activities of children is also most admirably adapted for similar activities with adults. The playground, gymnasiums, swimming pools, auditorium, club and social rooms, library, shops, laboratories, etc., make a complete social and recreation center for adults. Experience has demonstrated that the facilities for academic instruction add to the attractiveness of the plant as a social and recreation center.

Compared with the cost of such facilities and their use when separated from the school plant, the economy of the combined playground, workshop, and school plant is indeed surprising. The city of Chicago has a most elaborate system of recreation parks and field houses. Selecting the 11 most successful parks of the South Park Commission, we may compare the total cost and use of the 11 parks with the cost and use of one Gary school plant. Note that the attendance of the parks is the total, not the average, for the 11 parks. Also note that the cost of the school includes the furnishing of complete school facilities for 2,700 children, in addition to the social and recreation features.

¹ "Boyville" has been superseded by a "Students' council," elected by the students of the upper grades and high school, and exercising control over athletic, social, and other student affairs.

Chicago parks and Gary school compared, as to costs.

Items.	Total for 11 parks in Chicago.	One school in Gary.
Population.....	800,000	20,000
First cost, less land.....	\$2,000,000	\$200,000
Annual maintenance.....	\$440,000	\$100,000
<i>Annual attendance.</i>		
Indoor gymnasium.....	310,000	1,000,000
Shower baths.....	1,385,000	800,000
Outdoor gymnasium.....	2,000,000	2,000,000
Swimming pool.....	735,000	300,000
Assembly halls.....	270,000	1,000,000
Reading rooms.....	600,000	1,000,000
Clubrooms.....	70,000	50,000
Lunch rooms.....	520,000	20,000

In this same address Supt. Wirt held that the school does the work of the public library much more efficiently and much more economically. For this reason the Gary schools employ "specially trained teachers to direct the outside reading of children and cultivate an appreciation for good literature." These "literature" teachers meet each group of children for a 30-minute period on alternate days; and their classrooms, supplied with sets of books from the public library, are in the truest sense libraries for children, and they, children's librarians. Library maintenance and salary cost per book circulated in this way is only about 5 per cent of such cost in public libraries, while the life of the book circulated in sets under the direct control of the literature teachers is ten times that of the usual circulating book of the public library. For such reasons a branch of the public library is planned in each school plant, with an assistant from the public library in charge, and the literature teachers cooperate in cultivating and directing the reading of children. This arrangement, on account of the use of the school plant on Saturdays and in the evenings, enhances the efficiency of both library and school.

In line with this policy of effecting economies through a single management, and of getting the largest amount of service out of them, Supt. Wirt believes that art and museum collections should be installed in spacious corridors of school plants. He would also place the public parks adjacent to school plants and put them under the supervision of biology teachers in the high schools. He has already made a beginning in these things, and thus, by such centralization of educational and recreational agencies for young and old, he would secure the maximum of efficiency with the minimum of expenditure.

COUNTING THE COST.

Elsewhere, in connection with special phases of the work, the item of cost has received some attention. In the fourth section of this paper there is also a detailed comparison showing the cost of main-

taining the Gary schools, organized on the plan described in the foregoing pages, as compared with the cost of the school systems at Hammond, South Chicago, and Whiting, cities located in the same section as Gary, with conditions very much the same. In the three other cities the schools are organized upon the usual basis.

I propose to give here, in a somewhat systematic way, the reasons why a school system, organized as at Gary, is less expensive, all things considered, than in other cities where the common form of organization prevails.

1. *Cost of construction.*—Let us take, for comparison, a very common type of building to be found in cities everywhere, and contrast construction cost with that of the Emerson Building. Fortunately for such a purpose we have just such a building at Gary, the one described on page 32. The construction cost of the Jefferson Building, with a small playground, erected by the United States Steel Corporation, and, it is fair to suppose, in accordance with the strict methods of construction and accounting for which this corporation is celebrated, was \$90,000. As compared with the construction cost of other such buildings with which I am intimately familiar, this seems a very reasonable figure.

The cost of the Emerson Building, with a large playground, containing the wealth of facilities shown on page 11, was \$225,000.

The capacity of the Jefferson plant, run in the ordinary way, is 360 pupils. The capacity of the Emerson plant, so constructed as to be utilized in the manner which we have described, is, let us say, 1,800.¹

The construction cost per pupil of the Jefferson Building is, therefore, \$225; that of the Emerson Building, \$125.

2. *Cost of operation and maintenance.*—The figures for the two buildings are as follows:

	Jefferson.	Emerson.
Light, water, heat, and ventilation.....	\$1, 800	\$3, 500
Janitor service.....	1, 500	4, 000
Principal.....	1, 200	2, 000
4 per cent on investment.....	3, 600	9, 000
Insurance, depreciation, and repairs.....	2, 500	2, 000
Total.....	10, 600	20, 500

The operation and maintenance cost per pupil of the Jefferson Building, is, therefore, \$29.44; that of the Emerson Building, \$11.38. The cost of this item is taken from the Annual Report of Superintendent Wirt, 1908. For a comparison with other cities in 1912-13, in which all of the school plants of Gary are included, see page 49.

¹ Supt. Wirt says that the capacity under the plan in operation since the beginning of the current year is 2,700.

3. *Cost of instruction.*—If we allow 40 pupils per teacher, the Jefferson Building will require 9 teachers; the Emerson Building, on the same basis, will require 45 teachers.

The average salary of teachers in the Gary schools, as will be seen by referring to the table just mentioned above, is \$934.77. At this rate, therefore, the cost of instruction in the Jefferson Building would be \$8,412.98; in the Emerson Building, \$42,064.65.

But suppose the Jefferson Building be run on the old plan, making it necessary for special supervisors and teachers to come in, as in other cities, and give the special activities, while the regular teachers look on and mark time or mark papers, there would then be chargeable to the Jefferson Building her proportionate share of this overhead charge for such work. Let us see what this would be.

The total enrollment in the Gary schools is 4,188. The proportionate share chargeable to the Jefferson School, if run in the usual way, for special teachers, would be represented by the fraction whose numerator is 360 and whose denominator is 4,188.

There were 39 teachers of special subjects, according to Dr. Updegraff's manuscript, and these, if paid at the existing average salary now paid in the Gary schools, would receive \$36,456.03. And, since the Jefferson School would be chargeable with 360/4188 of this, we must add \$3,133.75 to the salary item of this school, making a total of \$11,546.68, or \$32.07 per pupil, as against the \$42,064.65 chargeable to the Emerson School, or \$23.36 per pupil.

4. *Total cost of items 1, 2, and 3.*—Gathering the above three items of cost into a table, we have the relative cost of a common type of building conducted in the usual way, as compared with the Emerson type of building conducted in accordance with a plan which uses all parts of it all of the time.

	Jefferson.	Emerson.
Cost of construction, per pupil.....	\$225.00	¹ \$125.00
Cost of operation and maintenance, per pupil.....	29.44	11.38
Cost of instruction, per pupil.....	32.07	23.36

The above calculations, used for purposes of illustration indicate that the Gary school system does not increase public expenditures for educational purposes. On the contrary, it apparently decreases them and provides numerous advantages at the same time.

It is clearly obvious that the erection of a number of unit plants, such as the Emerson, is less expensive than the erection of a much larger number of buildings of the Jefferson type. This is so, in the first place, for the reason that the cost in building construction does not increase in proportion to the size of building, materials used and facilities offered remaining the same, to say nothing of the cost of fewer sites. In the second place, the establishment of school plants

¹ Under the new program in operation since September, 1913, this item is still further reduced.

so constructed as to utilize constantly what is ordinarily waste space, or space which is used only a part of the time, makes it possible largely to increase the capacity of the plant. In the third place, there is a saving in equipment by installing it in a few as opposed to many centers. Moreover, the special activities under the new form of organization are conducted in parts of the plant which are less expensive, on the average, than regular classrooms, and were it not for the alternation of classes engaged in regular studies and those engaged in special activities, it would be necessary to double the number of regular classrooms, so that each pupil might have a desk and the use of a cloakroom.

It is equally obvious that the cost of operation and maintenance is decreased by increasing the size of the units. The figures above clearly show this. Janitor service in the Jefferson Building costs \$4.16 per pupil per annum; in the Emerson, \$2.22 per pupil per annum. The principal of the Jefferson School costs \$3.33 per pupil per annum; in the Emerson, \$1.11 per pupil per annum, and so on.

It is also clear that the cost per pupil for instruction is decreased by specializing the instruction and eliminating the overhead charges for supervisors and special teachers, now to be found in many other cities.

The figures available show these things. Some of them find verification in the report of 1912-13, although, it should be remembered, the rapid growth of the city, scattered over a large area, with school facilities of many kinds, some of which have been annexed and are "old-fashioned," makes the economies secured at the Emerson plant temporarily impossible in all of the schools.

GETTING MORE FOR THE MONEY.

But suppose the city of Gary should raise as much money per pupil as would be necessary to conduct its schools in the most efficient manner according to the usual form of administration. Then any or all of several things may happen, with the schools completely organized into unit plants like the Emerson School.

1. The necessary recreational and educational facilities may be furnished for all the people the year round. This, as we have seen, has been already realized in part.

2. There may be fewer pupils to the teacher. This is true now in the Emerson School with the building organized as it is.

3. Better salaries may be paid to teachers. This is also true now.

4. Superior equipment may be supplied. This is at present the case.

5. Experts may be employed in every line of work. This is not always the case at present, for reasons which we shall give later.

6. The problem of vocational training may be solved. This is possible now.

7. The necessity of numerous special schools may be avoided and more individual attention may be given to pupils. This is done now.

8. The public health may be better promoted. This is done.

9. Influences may be prevented which undo the work of the schools where they are conducted in the traditional way. This, also, is now being accomplished, to some extent, by decreasing the amount of "street and alley time."

Suppose further, that the public library, art galleries, museums, and the public parks could be administered by the same management, and all of these things become parts of the unit plants, with the income derived from taxation for the establishment and support of the same, as in other cities. Would this not result in greater efficiency and economy? At all events, it is necessary to suppose all of this, in order to appreciate the magnitude and significance of the plan whereby Supt. Wirt and his coworkers seek to integrate the facilities which a city should provide for the welfare of its people, in preparing for their leisure as well as their work, without unnecessary extravagance of expenditure.

ADAPTING BUILDINGS OF THE OLD TYPE TO THE NEW PROGRAM.

Under the direction of Supt. Wirt, buildings of the usual type, including the Jefferson Building, even groups of portable one-room buildings, have been adapted to the new style of program. It had to be done, in order to care for the rapid increase of school population.

It was only necessary to have half as many regular classrooms as are needed for the old program, the rest of the available space being used for the special activities. The Jefferson Building was remodeled at comparatively little expense. A large attic space was converted into a gymnasium for use in bad weather. Ample basement space which had not been used at all was converted into rooms for some of the special activities, certain rooms which had been used as regular classrooms were fitted up for others, lockers were installed in waste spaces, the playground was equipped with apparatus, and the transformation which made it possible to double the capacity of the plant was accomplished.

At other old-type school buildings in annexed territory, with few rooms, portable one-room structures were set up on the school grounds, and the combined accommodations were suitably apportioned for the regular studies and the special activities, with the same result.

In newly settled territory the portable one-room structures were set up to keep pace with the growing needs, and these, too, were apportioned for use according to the same plan.



A. LATHE ROOM, EMERSON SCHOOL.



B. MAKING FURNITURE FOR THE SCHOOL BANK.



A. CABINET SHOP.



B. THE SCHOOL BAND.

ADAPTABILITY OF THE SYSTEM TO OTHER CITIES.

From the foregoing description of what they did and are doing at Gary, it is clear that any system, if operated under the new program could, by alteration of buildings, greatly increase the school accommodations. Or, if a city already has classrooms enough to care for all of the pupils, with a desk for each, it could, by the adoption of the new plan, dispose of some of its school sites and buildings, the less desirable ones, of course, for enough, perhaps, to remodel and equip many of the remaining school facilities for use when operated under the new plan.

This would involve a reassignment of teachers according to the departmental plan. Some of them, if retained in the service, would have to enter upon courses of training for some special work, according to interests and aptitudes. Some, unfitted for working in the new spirit would have to be retired. The number of principals could be diminished. Supervisors would become teachers of special activities in centers, giving all of their time to this work, instead of spending much of it in going from building to building, breaking into the programs of classroom teachers at all hours of the day, and giving lessons while regular classroom teachers look on.

Thus reorganized, these centers become fitted for the wealth of opportunities afforded by the Emerson plant, not so well suited as a plant originally designed for such opportunities, perhaps, but nevertheless well adapted to these ends. The economies entailed in the cities of the country, in this manner, would probably aggregate millions of dollars.

III. SOME FURTHER EVALUATIONS.

In connection with the foregoing description of the Gary school system, its ideals as well as its achievements, I have occasionally stated or implied what appear to me to be clearly obvious advantages as compared with the usual type of school system. Indicated in summary fashion the school system at Gary provides:

1. For the better use of school buildings day and evening, including Saturdays, the year round, making it possible to save large sums of money expended for this purpose.
2. The possibility of a better division of time between the old and the new studies, spoken of throughout as "regular studies" and "special activities."
3. Greater flexibility in adapting studies to exceptional children of all kinds, thereby diminishing the necessity of special schools.

4. The possibility of more expert teaching through the extension of the departmental plan of organization.
5. The better use of play time, thereby preventing influences which undo the work of the schools.
6. More realism in vocational and industrial work, by placing it under the direction of expert workmen from the ranks of laboring men, selected for their personal qualities and teaching ability as well as their skill in the trade industries.
7. Better facilities for the promotion of the health of children.
8. The possibility of having pupils do work in more than one grade and of promoting them by subjects instead of by grades.
9. The possibility of having pupils help each other.
10. An organization which prevents a chasm between the elementary and high school, and prevents dropping out of school at critical periods in the lives of pupils by the introduction, at such times, of subjects which appeal to awakening interests not satisfied by a continuous and exclusive devotion to the "common branches."
11. A saving in the cost of instruction by reducing overhead charges for supervisors, making it possible to pay better salaries, or reduce the number of pupils per teacher, or both.
12. A plan which brings together, in a unitary way, with economy and efficiency in management, the other recreational and educational agencies of a city.

One of the alleged advantages enumerated above, calling for further comment, is that in regard to the value of extending departmental teaching. Its value in the higher grades is generally conceded, and for the the reason already given. But there are other grounds upon which its value can be defended, and upon the same grounds its extension is also justified.

In the first place, it definitely fixes the responsibility of the teacher of a given subject for the progress of a pupil in that subject for a longer period, sometimes several years. It is like putting a passenger, "personally conducted," on a through train, instead of having him change cars and guides at frequent intervals, with the loss of time entailed. In the second place it sets up a desirable competition between teachers. Knowing that he must be as well "liked" as another teacher in some other subject, there is the spur of professional rivalry in winning the esteem of pupils, which makes a teacher do his best. In the third place, it gives a breadth to the teacher's work. Instead of teaching a subject, arithmetic for example, the usual grade teacher in reality merely teaches phases of several subjects, for example, fractions in arithmetic, the geography of North America, and so on, sometimes for a period of years. In the next place, this contact with several teachers, instead of one, promotes the develop-

ment of the pupil's personality, especially by giving masculine as well as feminine points of view. Finally, the advantages in concentration of equipment in the place where instruction in a subject is given, and in the relaxation which pupils get in passing from place to place, are manifestly important.

As elsewhere stated (p. 12), there is no complete break of teachers anywhere, the advantage of which is apparent, and all reasonable objection to the departmental plan in the lower grades is overcome by placing the regular studies in the hands of not more than two teachers.

In giving a further estimate of the value of the system, from a pedagogical point of view, the one which overshadows all others in importance is the appeal which it makes to the self-activity of pupils. This applies to the matter of conduct as well as to work, and the free and natural way in which pupils govern themselves, without the rigorous discipline commonly found in other systems, is one of the noticeable features. This is especially true in the Emerson School, where teachers and pupils have caught the spirit of the system.

On this point I quote from Dr. Updegraff's unpublished report:

The pupils of the Gary schools seem to display greater self-control, more self-respect, and more thoughtful consideration for others than the pupils of the same age in most of the better school systems of to-day. I am inclined to think that it comes largely from their games and play, but a part of it is due to the organization of the school and to the practices that have evolved in its administration.

No child in Gary has a single teacher who is either the object of his hero worship, upon whom he tends to become more or less dependent, or his arch enemy, whom he detests with a growing hatred. The Gary pupil has several teachers, each of whom affects him in a different way. He becomes more conscious of his own individuality in this way and learns to determine for himself what he should do and become. Under such a system the influence of fellow pupils becomes relatively stronger than in the ordinary school. It is, therefore, highly important that care be taken to further the development of right ideals in the student body. Organized play has its great value here. Self-control, cooperation, courage, self-respect, consideration for others, and a sense of justice have been developed in the Gary youth to a noticeable degree and, it seems to me, largely through the spirit that prevails in consequence of the administration of the physical training department.

I concur in this opinion of Dr. Updegraff, convinced, as he is, that the character of the program produces a favorable attitude toward school work.

Pupils who love their school better than the streets, who have a good physical tone through their play and physical exercises, and who have good self-control and independence of thought must naturally have a more favorable attitude toward school work.

The self-activity of pupils, in turning from play to work, is secured "by making the work interesting." That is the way in which it is usually expressed. Some of the writers who have described the Gary schools have called it education through play. The superintendent

himself frequently speaks of "transforming the play impulse into the work impulse," "giving the child what interests him," and the like. Fearing that such a way of putting it might be misleading, I suggested that what they are really trying to do is to reveal values to children as a motive for work by pointing out or creating situations in which these values are duly appreciated. To this he readily assented. This, indeed, is the aim, and in trying to realize it they not only recognize the importance of a close correlation of studies and activities, but also the even greater importance of an intimate correlation between the school and daily life. The necessity of "motivation," therefore, which has received and continues to receive attention everywhere finds here constant recognition, but to give in any adequate fashion a variety of specific instances of how this is done to evoke the self-activity of pupils would call for much space and tedious detail. Fortunately, abundant illustration of how it is now done by excellent teachers everywhere seems to make this unnecessary.

Not all of the teachers in the Gary schools, in spite of the specialization of instruction, are highly skillful in the realization of the school's purposes. The greatest hindrance, indeed, is in the lack of teachers properly trained with reference to the team work and the spirit demanded by a school system organized as this is. Several things have made the problem of securing such teachers unusually difficult. In some instances it has been a case of getting the best that could be had. Many desirable teachers were unwilling to come on account of the "factory town" character of the population and the lack of social life. Some balked at the long hours of the school day. Others, who did come, were trained for a different order of things. Some would not be good teachers under any system of organization, and so on. But the difficulties here are not insurmountable and are such as the lapse of time and a better understanding of the system will correct. One teacher with a fine scholastic training who had taught for many years under the traditional form of organization said to me, "I did not like it when I came here a year ago, but I begin to like it and see what it is all about; so I am going to stay." A few teachers who do not like to do clerical work complained of the requirements in keeping records. Others said that the complaint was not well founded. They are expected to do all of their school work during the school day, and behave when not in school as other good citizens actively interested in community welfare. I heard no complaint on account of the long hours.

The common people believe in their schools at Gary. There was no discoverable sentiment to the effect that the so-called cultural subjects are neglected. That they approve of the recreational facil-

ities, there was abundant evidence. The opportunities for vocational and industrial training are, in my opinion, the best yet devised.

I attended the high-school commencement exercises. There was a graduating class in this seven-year old school system of 27 members—14 boys and 13 girls. Ten students had completed the first year of "postgraduate work" and two had completed the second year of such work. They have, in effect, the six-and-six plan of organization, which has been and continues to be urged instead of eight years of elementary and four years of secondary education.

Supt. Wirt, in presenting the diplomas to the members of the graduating class, referred to these official documents as "work certificates," a significant reminder to the graduates of the purpose of the school. And this is the final word of a school program which begins with play.

IV. PROGRAMS AND STATISTICS.

On pages 13-15 I gave illustrative programs for the purpose of showing how the alternation of classes in regular studies and special activities is effected, the former being conducted in ordinary classrooms, the latter in other parts of the building or grounds, thus making use of all parts of the plant throughout the day, and thereby practically doubling the capacity of the building. The actual program of many buildings must necessarily vary somewhat from the scheme there given, but in all essential features the general plan is adaptable to buildings of all kinds. As a further illustration of its adaptability I submit the program of the Emerson Building followed up to the close of the year 1912-13 and the program introduced into this and other buildings at the beginning of the year 1913-14. I refer to these as the "old" and "new" programs. It will be seen that there appears to be a radical departure in the new program, but there still remains this alternation of classes, and in a manner which still further increases the capacity of the plant. I visited the schools a second time early in November, and everybody agreed that the new is an improvement over the old. Supt. Wirt said that this change does not indicate any change in policy and that the new had long been contemplated.

Old program, Emerson School, grades 1 to 5, inclusive.

Time.	Grade 1.		Grade 2.		Grade 3.		Grade 4.	Grade 5.
	A.	B.	A.	B.	A.	B.		
8.45-9.30.....	Reg.	Music. Lit.	Reg.	Play.	Reg.	Play.	Reg.	Music. Lit.
9.30-10.15.....		Stud.		Play.		Stud.		Music. Lit.	Stud.	Music. Lit.	Stud.	Play.
10.15-11.00.....	Music. Lit.	Reg.	Play.	Reg.	Play.	Reg.	Music. Lit.	Reg.
11.00-11.45.....	Play.		Stud.		Music. Lit.	Stud.	Music. Lit.		Stud.	Play.	Stud.
1.00-1.45.....	Reg.	M. Tr. Draw. N. St.	Reg.	Play.	Reg.	Play.	Reg.	M. Tr. Draw. N. St.
1.45-2.30.....		Stud.		Play.		Stud.		M. Tr. Draw. N. St.	Stud.	M. Tr. Draw. N. St.	Stud.	Play.
2.30-3.15.....	M. Tr. Draw. N. St.	Reg.	Play.	Reg.	Play.	Reg.	M. Tr. Draw. N. St.	Reg.
3.15-4.00.....	Play.		Stud.		M. Tr. Draw. N. St.	Stud.	M. Tr. Draw. N. St.		Stud.	Play.	Stud.
4.00-5.00.....	Playground.							

Explanations.

Reg. Stud.—Regular studies; i. e., language, mathematics, history, and geography.

M. Tr.—Manual training.

N. St.—Nature study.

Play—Dramatics, folk dancing, games, etc.

Lit.—Literature.

Old program, Emerson School, grades 6 to 8, inclusive.

Time.	Grade 6.		Grade 6.		Grade 7.		Grade 7.		Grade 8.		Grade 8.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
8.30-9.30.....	Reg.	Reg.	Reg.	Reg.	Gym.	Gym.	Drawing or music.	Zool. or chem. or Wood-work.	Zool. or chem. or Wood-work.	Zool. or chem. or Wood-work.	Boys.	Girls.
9.30-10.30.....	Stud.	Stud.	Stud.	Stud.	Drawing or music.	Drawing or music.	Gym.	Gym.	Gym.	Gym.	Boys.	Girls.
10.30-11.15.....	Gym.	Gym.	Drawing or music.	Drawing or music.	Reg.	Reg.	Reg.	Reg.	Reg.	Reg.	Reg.	Reg.
11.15-12.00.....	Drawing or music.		Gym.	Gym.	Stud.	Stud.	Stud.	Stud.	Stud.	Stud.	Stud.	Stud.
1.15-1.55.....	Reg.	Reg.	Reg.	Reg.	Zool. or chem. or Wood-work.	Zool. or chem. or Wood-work.	Phys. or bot. or Sewing.	Gym.	Gym.	Drawing or music.	Boys.	Girls.
1.55-2.35.....	Stud.	Stud.	Stud.	Stud.	Stud.	Stud.	Stud.	Stud.	Stud.	Gym.	Gym.	Gym.
2.35-3.15.....	Phys. or Bot. or Wood-work.	Phys. or Bot. or Wood-work.	Zool. or Chem. or Wood-work.	Zool. or Chem. or Wood-work.	Reg.	Reg.	Reg.	Reg.	Reg.	Reg.	Reg.	Reg.
3.15-4.00.....	Sewing.	Sewing.	Cooking.	Cooking.	Stud.	Stud.	Stud.	Stud.	Stud.	Stud.	Stud.	Stud.
4.00-5.00.....	Playgrounds and shopwork.											

Old program, Emerson School (high school).

Time.	Grade 9.		Grade 10.		Grade 11.	Grade 12.	Grade 13.
	Girls.	Boys.	Girls.	Boys.			
8.30-9.15.....	Alg. 1	Eng. 1	Anc. hist.	Plane geom.	Cicero.	Bookkeeping. Eng. 4	
9.15-10.30.....	German 1		Plane geom.	Anc. hist.	Commercial English Eng. 3	U. S. hist.	
10.30-12.00.....	Bot. or Phys. or Sewing	M. Tr.	Zool. or Chem. or Cook.	M. Tr.	Alg. and geom.	Vergil.	Chem.
1.15-2.35.....	Eng. 1	Alg. 1	German 2 or Caesar.		Adv. stenog. or Med. hist. or Fr. 2		Trig.
2.35-3.15.....	Drawing and music.		Gym.	Gym.	Begin. stenog. or		Eng. 5
3.15-4.00.....	Gym.	Gym.	Drawing or music		Chem.	Physics	
4.00-5.00.....	Printing, manual training, cabinet work, gymnastics, etc.						

THE NEW PROGRAM.

At the beginning of the present school year a new program was introduced. It can be followed in alternate buildings or in only a part of a building. Patrons of the school may thus choose between the new program and the ordinary program used in schools everywhere. At Gary, however, there has never been a sufficient number of patrons choosing the traditional form of program to warrant its establishment anywhere. This fact is itself strong testimony in favor of the new order of things.

The one exception to be found is in the Froebel Building where there are about 70 colored children, but this is not due to the preference of the colored children themselves or their parents. The other patrons of the school, most of whom are foreigners, strenuously object to mixing colored children with the others; so they are placed in separate classes in charge of two colored teachers and taught in the old way. In the same building there are 1,500 white children who are taught according to the new program which we are about to describe; and any number of white children, limited only by the capacity of the building, could be cared for in the traditional way without interfering with this new program.

In order to carry out the new program it is necessary to have auditorium facilities, consequently it has been introduced into only



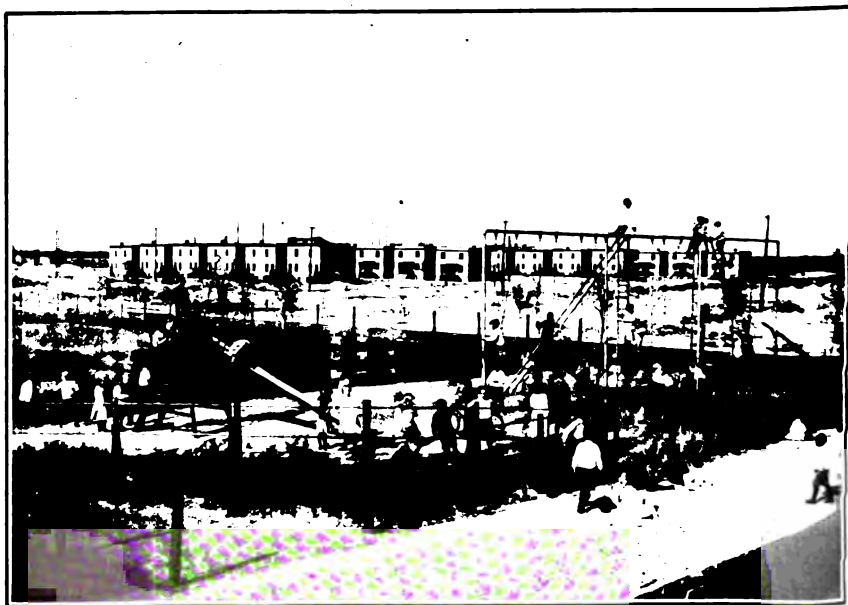
A. SAND PIT ON THE PLAYGROUND.



B. A CLASS OUT OF DOORS.



A. WADING POOL.



B. A SCHOOL PLAYGROUND.



NINETEEN CHILDREN OF NINETEEN NATIONALITIES, ALL MEMBERS OF THE
SAME SCHOOL.

the Emerson, Froebel, Jefferson, and Beveridge Buildings. The school day is eight and one-fourth hours in length and is divided as follows:

	Hours.
1. History (including geography), English, and mathematics.....	2
2. Manual training, science, drawing, and music.....	2
3. Auditorium exercises for mass instruction.....	1
4. Play, physical training, and application by means of free activities.....	2
5. For lunch.....	1½

The first line of work, which we will call Department 1, is conducted in the classrooms of the ordinary type. The second line of work, which we will call Department 2, is conducted in the shops, laboratories, and studios. The third line of work, which we will call Department 3, is conducted in the auditoriums. The fourth line of work, which we will call Department 4, is conducted in the gymnasiums, swimming pools, play rooms, and playgrounds.

Four groups of children are simultaneously engaged in these four different departments throughout the day.

Suppose, for illustration, that the school be divided into four groups of pupils, one-half of grades 1 to 4 being group A; one-half of grades 5 to 8, group B; the other half of grades 1 to 4, group C; and the other half of grades 5 to 8, group D. The plan of operation may then be indicated thus:

Plan of operation of four departments.

Time.	Department 1: Language, mathematics, history, and geography.	Department 2: Science, man- ual training, drawing, and music.	Department 3: Auditorium (mass instruc- tion).	Department 4: Physical train- ing, play, ap- plication.
8.15-9.15.....	A	B	.....	C D
9.15-10.15.....	B	A	C	D
10.15-11.15.....	C	D	A	B
11.15-12.15.....	D	C	.....	.....
12.15-1.30.....	A	B	.....	.....
1.30-2.30.....	B	A	D	C
2.30-3.30.....	C	D	B	A
3.30-4.30.....	D	C	.....	A B

What we have, in fact, with this simple arrangement, is two schools with grades 1 to 8 in each, one school working in Departments 1 and 2, while the other is occupied in Departments 3 and 4, alternately engaged thus throughout the day as indicated above.

Only one-fourth of the pupils in the building are engaged in Department 1 during any one hour of the day. Hence four separate classes are accommodated in this department in each regular classroom. Consequently the capacity of the building is four times the capacity of the regular classrooms. It should be remembered, however, that some of the regular classrooms must be used for music,

drawing, science laboratories, manual training, etc. The net capacity of the school plant, therefore, operating under this new program, is four times the capacity of half the total number of classrooms, including those so used.

In the lower grades it is found desirable to use 30 minutes of the two hours assigned to Department 2 for formal physical training. In these grades, therefore, the capacity of the building is still further increased, but this gain is offset by the practice of assigning grammar and high-school grades to regular classrooms for an additional hour in English and mathematics in place of one of the play hours.

In all grades the time assigned under Department 4 is divided between the teachers of physical training and play, and teachers of subjects listed under Departments 1 and 2. In the lower grades teachers of mathematics, history, etc., use their share of this time, one hour, in games and constructive plays that apply the subject matter taught in the regular classes. This period is definitely planned to give the formal work of the school expression through self-activity. Music and literature teachers use the application period for folk dances, musical games, dramatics, modeling in clay and sand, and free play construction in the "busy corners" of the playground or playrooms. Nature study teachers use this application period in the care of lawns, trees, shrubbery, plants in the building, gardens, animal pets, etc. In the upper grades mathematics teachers use this period in practical measuring and planning buildings, laying out playgrounds and spaces, and in practical accounting in connection with the clerical work of the school, and so on.

In the lower grades the occupations of the application period are based on the play impulse and are conducted out of doors, in the spacious corridors, etc. In the upper grades the workshops and laboratories furnish the best opportunity for this application work. The 30 minutes' formal gymnastics, therefore, is eliminated and a full hour is devoted to practical instruction in English and mathematics. Regular classrooms are used for this work, and it is conducted by shop and laboratory teachers. By this arrangement the manual-training teacher has his pupils for one hour in a regular classroom for instruction in English and mathematics, followed by two hours in a shop, where many opportunities are afforded for the application of this instruction. The science teacher has an hour in a regular classroom for instruction in English and mathematics, in connection with notebooks and test papers, followed by the laboratory periods. In this way the immediate application to real activities of the instruction in English and mathematics can scarcely be avoided.

The above scheme thus modified gives to grades 1 to 3 the following daily program:

	Hours.
Language and mathematics.....	1
Music, literature, and gymnastics.....	1
Play (application).....	1
Auditorium exercises.....	1
Lunch.....	1½
Language and mathematics.....	1
Manual training and nature study.....	1
Free play.....	1

To the other grades it gives the following daily program:

	Hours.
Language, mathematics, history, etc.....	2
Auditorium exercises.....	1
Lunch.....	1½
Mathematics and English (taught by shop and laboratory instructors)...	1
Science and manual training.....	2
Physical training and play.....	1

Observe that under the new program one-half of the school is at lunch from 11.15 to 12.30, and the other half from 12.15 to 1.30, an arrangement which is very desirable where there is a large number of pupils in the building.

There are many other interesting possibilities under the new program. For example, one-half of the school (the C and D groups) need not come to the building till 9.15, and the other half of the school (the A and B groups) can be excused at 3.30, if this seems to be the most satisfactory arrangement for entire groups or for individual pupils. Again, a part of the time assigned to Department 4 could be utilized in other ways than those already indicated. Each class of each group could give one period or more per week to the study of the Bible, under the direction of the various ministers and their assistants. Supt. Wirt has already arranged for testing this plan. He called the ministers of the city together and told them that pupils in school, with the consent of their parents, might be permitted to spend one or more hours per week in study at the various churches instead of spending this time at school. In this way Supt. Wirt seeks to solve the problem of religious instruction and the outcome of this experiment is awaited with interest. The ministers are in sympathy with the plan, and it is the intention to have pupils attend the church of their choice, where they may take up the study of the Bible and other religious literature.

Owing to the lack of funds the public library is unable, at the present time, to furnish an assistant at the various school buildings and stock the library rooms with a sufficient number of books. Consequently, Supt. Wirt has decided to have each class spend a part of the time assigned to department 4 in the public library, the class being in charge of a regular teacher and a library assistant. On the occa-

sion of my last visit I found a class of 40 children in the children's room of the central library busily occupied in reading books, looking at pictures, studying stereopticon views, etc. A teacher and a library assistant were giving them necessary help, and it seemed to me that the time was well spent.

The plan of having science and shop instructors teach mathematics and English involved in their subjects also appeals to me as excellent. There is almost universal complaint on the part of science teachers to the effect that pupils do not know English and can not apply their mathematics. In answer to such complaints the superintendent says to them, "Take your classes and drill them on the English and mathematics involved in your subject." The science and shop teachers are pleased to do so, and gave warm approval of the arrangement.

Class schedule, Emerson School, 1913-14.

Teachers and studies.	8.15 to 9.15		9.15 to 10.15		10.15 to 11.15		11.15 to 12.15	
	6A.	7B	7A					
Miss Alger, English, 306.....		9B		12	11			
Mrs. Child, German, 205.....		10A		Auditorium.	9A			
Miss Hall, Latin, 203.....		10B			9B		11	
Mr. Chadwick, history, 208.....		12		10A				
Miss Stright, English, 207.....		9A		Auditorium.				
Mr. Johnson, mathematics, 202.....	6A.	7B	7A	10B			9A	
Mr. Engle, chemistry, 209.....	8A ₁	8B ₁	8B ₁	8A ₂	8B ₂	8B ₂		
Miss Ames, zoology, 204.....	8A ₂	8B ₂	8B ₂	8A ₁	8B ₁	8B ₁		
Mr. McClellan, physics, 309.....				Auditorium.	7A ₁	7B ₁	7A ₂	7B ₂
Miss Snyder, botany, 304.....				Auditorium.	7A ₂	7B ₂	7A ₁	7B ₁
Miscellaneous industrial work.....	8B	8A	6B	8B	8A	6B	7A	6A
Miss Krentel, cooking, 115.....	8B	8A	6B	M	8B	8A		
Miss Ida Anderson, sewing, 212.....	7B	7A	6A	Auditorium.	M	7B	M	6A
English and mathematics, 302.....	7A	McClellan, Snyder.	6A	McClellan, Snyder.	8B	8A	6B	
English and mathematics, 201.....	7B	7A	6A		8A	6B	7A	6A

Class schedule, Emerson School, 1913-14—Continued.

Teachers and studies.	8.15 to 9.15				9.15 to 10.15		10.15 to 11.15			11.15 to 12.15	
	6B	4C	8B	8A	4B	Auditorium.	6A	7B	7A		
Miss Lynch, expression, 308.....	4C	4B	4C	4B	4B	4C	6A	6A	6C	5C	5A
Mr. Snyder, music, 307.....				4B	6B	4	M 6	M 5	M 5	6A	5
Mr. Yeager, mechanical drawing, 401.....					6B	8B	6B	8B	8A	6A	7A
Miss Lull, free-hand drawing, 312.....					6B	4	M 6	M 6	M 5	6A	5
Miss Galt, girl's gymnasium, 114.....			11 girls.			Auditorium.	12, 10A, 10B, girls.			9B girls.	
Mr. Gilroy, boy's gymnasium, 124.....			11 boys.			Auditorium.	12, 10A, 10B, boys.			9B boys.	
Mr. Briggs, boy's gymnasium, 124.....						3d					
Mr. White, stenography, 206.....						Typewriting.	Beginning shorthand.			Typewriting.	
Miss Low, 4th and 5th grade, 303.....			5A			5C	4C				
Miss Graves, 4th and 5th grade, 310.....			5C			5A	4B				
Auditorium.....						11, 9A, 9B, 7A, 7B, 6A					
Miss Brooks, 1st grade, 210.....			1B			1C	1B Application.				
Miss Faxon, 2d and 3d grade, 211.....			3			2	3 Application.				
Miss M. Anderson, 1, 2, and 3 handwork, 101.....			1C			1B	2 Application.				
Miss Young, play, 114.....			2			3	1C				
Lunch hour.....										12, 10A, 10B, 8A, 8B, 6B, 4B, 4C, 3, 2, 1B, 1C	

Class schedule, Emerson School, 1913-14—Continued.

Teachers and studies.	12.15 to 1.15	1.15 to 2.15	2.15 to 3.15	3.15 to 4.15
Miss Alger, English, 306				
Mrs. Child, German, 205	8B		French I. 7A	French II. 7A
Miss Hall, Latin, 203		8A	Auditorium.	7B
Mr. Chadwick, history, 208	8A	8B	Auditorium.	10B
Miss Stright, English, 207	6B	6B	6A	6A
Mr. Johnson, mathematics, 202		9B	In shops.	12
Mr. Engle, chemistry, 209	12 12 12	12 12 12	Auditorium.	
Miss Ames, zoology, 204	10A	10A	Auditorium.	
Mr. McClellan, physics, 309			11 11 11	11 11 11
Miss Snyder, botany, 304			9A 9A 9A	9B 9B 9B
Miscellaneous industrial work	10B	10B	9B 9B 9B	9A 9A 9A
Miss Krentel, cooking, 115	10B	10B	Auditorium.	
Miss Ida Anderson, sewing, 212			9B 9B 9B	9A 9A 9A
English and mathematics, 302				
English and mathematics, 201		11 McClellan.		10 Yeager.
Miss Lynch, expression, 308	10A	10A	9A 9A 9A	
Mr. Snyder, music, 307			Auditorium.	
Mr. Yeager, mechanical drawing, 401		10A	Auditorium.	
Miss Lull, free-hand drawing, 312		10A	Auditorium.	9B 9B 9B
Miss Galt, girls' gymnasium, 114		9A, 7A, 7B, 6A, girls.		6B, 8A, 8B, girls.
Mr. Gilroy, boys' gymnasium, 124		9A, 7A, 7B, 6A, boys.		6B, 8A, 8B, boys.
Mr. Briggs, boys' gymnasium, 124		5A 5C		4B 4C

Class schedule, Emerson School, 1913-14—Continued.

Teachers and studies.		12.15 to 1.15	1.15 to 2.15	2.15 to 3.15	3.15 to 4.15
Mr. White, stenography, 208.....			Commercial English.	7B English R 203.	
Miss Low, 4th and 5th grade, 303.....	4B		4C 4B Application.	Auditorium.	5A 5C Application.
Miss Graves, 4th and 5th grade, 310.....	4C		4B 4C Application.	Auditorium.	5C 5A Application.
Auditorium.....	3, 2, 1B, 1C			12, 10A, 10B, 8A, 8B, 6B, 5A, 5C, 4B, 4C	
Miss Brooks, 1st grade, 210.....	Auditorium.		1B	1C	
Miss Faxon, 2d and 3d grade, 211.....	Auditorium.		3	2	
Miss M. Anderson, 1, 2, and 3 handwork, 101.....	Auditorium.		2	3	
Miss Young, play, 114.....	Auditorium.		1C	1B	1B, 1C, 2, 3
Lunch hour.....	11, 9A, 9B, 7A, 7B, 6A, 5A, 5C				

Notes.—The length of the courses in science, industrial work, music, and expression below the high school is one-third of the school year; the first subdivided column in each period contains the program for the first term.

Classes designated M are for mathematics and English. The upper right-hand corner classes are helpers.

The teacher of music and the teacher in expression alternate their programs.

SOME STATISTICS.

In showing the statistical aspects of the Gary school system, as compared with other cities, I have selected available figures from the reports of the four Calumet region municipalities. As in all such cases, there are certain comparisons which are unfair, in the matter of improvements, for example, on account of two of the cities having just completed new buildings; but, on the whole, the showing is an interesting one.

The four Calumet region cities.

Items.	Hammond.	East Chicago.	Whiting.	Gary.
High-school graduates.....	26	25	29	27
High-school enrollment.....	225	153	157	253
High-school salaries.....	\$15,307	\$9,252	\$12,209	\$14,187
High-school maintenance.....	\$3,173	\$2,608	\$3,445	\$2,300
Salaries and maintenance per capita of enrollment.....	\$82	\$77	\$99	\$65
Total enrollment.....	3,425	3,874	905	4,188
Average daily attendance.....	2,625	2,151	714	3,115
Number of teachers.....	124	90	33	101
Enrollment per teacher.....	27.6	31.9	27	41
Attendance per teacher.....	21	23.9	21.6	30.8
Total salaries.....	\$102,514	\$68,000	\$27,775	\$94,403
Average salary.....	\$826	\$755	\$841	\$935
Cost for teachers per capita of—				\$77
Enrollment.....	\$29	\$23.06	\$30.06	\$22.05
Attendance.....	\$38	\$31.06	\$38.09	\$30.03
Cost per capita per hour.....cents.	3.6	2.8	3.5	2.3
Days of school.....	190	200	200	200
Maintenance.....	\$54,000	\$32,000	\$17,000	\$56,889
Cost for maintenance per capita of—				
Enrollment.....	\$15	\$11	\$18	\$13
Attendance.....	\$20	\$14	\$23	\$18
Total cost per capita of—				
Enrollment.....	\$44	\$34	\$49	\$36
Attendance.....	\$58	\$46	\$62	\$48
Improvements.....	\$40,000	\$125,000	\$3,000	\$210,345
School property.....	\$340,000	\$420,000	\$220,000	\$331,000
School property per capita of—				
Enrollment.....	\$245	\$145	\$243	\$198
Attendance.....	\$320	\$195	\$308	\$267
School property, less debt.....	\$735,000	\$195,000	\$150,000	\$232,800
Valuation of all property.....	\$10,400,000	\$7,828,000	\$7,887,000	\$20,000,000
Valuation per capita of—				
Enrollment.....	\$3,026	\$2,727	\$8,715	\$4,775
Attendance.....	\$3,983	\$3,639	\$11,046	\$6,420
Levy.....	\$1.53	\$1.15	\$0.65	\$1.00

¹ The \$77 represents the average amount of extra pay earned by Gary teachers for evening and Saturday work.

NOTES.

1. Maintenance includes overhead charges, fuel, light, and water, supplies, repairs, insurance, equipment, replacement, janitor service, etc.
2. The four cities of Hammond, East Chicago, Whiting, and Gary constitute practically one industrial community. Living costs are higher in Gary than in the other cities. Gary and East Chicago are recently established cities, while Hammond and Whiting are much older.
3. The enrollment and attendance per teacher in the other cities are lower than Gary on account of their having supervisors who are included in the calculation.
4. Comparisons are based on figures for 1912-13.

BULLETIN OF THE BUREAU OF EDUCATION.

[NOTE.—With the exceptions indicated, the documents named below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted. Documents marked with a dagger (†) are out of print.]

1906.

- †No. 1. Education bill of 1906 for England and Wales as it passed the House of Commons. Anna T. Smith.
- *No. 2. German views of American education, with particular reference to industrial development. William N. Hallmann. 10 cts.
- *No. 3. State school systems: Legislation and judicial decisions relating to public education, Oct. 1, 1904, to Oct. 1, 1906. Edward C. Elliott. 15 cts.

1907.

- †No. 1. The continuation school in the United States. Arthur J. Jones.
- *No. 2. Agricultural education, including nature study and school gardens. James R. Jewell. 15 cts.
- †No. 3. The auxiliary schools of Germany. Six lectures by B. Maennel.
- †No. 4. The elimination of pupils from school. Edward L. Thorndike.

1908.

- †No. 1. On the training of persons to teach agriculture in the public schools. Liberty H. Bailey.
- *No. 2. List of publications of the United States Bureau of Education, 1867-1907. 10 cts.
- *No. 3. Bibliography of education for 1907. James Ingersoll Wyer, jr., and Martha L. Phelps. 10 cts.
- †No. 4. Music education in the United States; schools and departments of music. Arthur L. Manchester.
- *No. 5. Education in Formosa. Julian H. Arnold. 10 cts.
- *No. 6. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 15 cts.
- *No. 7. State school systems: II. Legislation and judicial decisions relating to public education, Oct. 1, 1906, to Oct. 1, 1908. Edward C. Elliott. 20 cts.
- No. 8. Statistics of State universities and other institutions of higher education partially supported by the State, 1907-8.

1909.

- *No. 1. Facilities for study and research in the offices of the United States Government in Washington. Arthur T. Hadley. 10 cts.
- No. 2. Admission of Chinese students to American colleges. John Fryer.
- *No. 3. Daily meals of school children. Caroline L. Hunt. 10 cts.
- †No. 4. The teaching staff of secondary schools in the United States; amount of education, length of experience, salaries. Edward L. Thorndike.
- No. 5. Statistics of public, society, and school libraries in 1908.
- *No. 6. Instruction in the fine and manual arts in the United States. A statistical monograph. Henry T. Bailey. 15 cts.
- No. 7. Index to the Reports of the Commissioner of Education, 1867-1907.
- *No. 8. A teacher's professional library. Classified list of 100 titles. 5 cts.
- *No. 9. Bibliography of education for 1908-9. 10 cts.
- No. 10. Education for efficiency in railroad service. J. Shirley Eaton.
- *No. 11. Statistics of State universities and other institutions of higher education partially supported by the State, 1908-9. 5 cts.

1910.

- No. 1. The movement for reform in the teaching of religion in the public schools of Saxony. Arley B. Shaw.
- No. 2. State school systems: III. Legislation and judicial decisions relating to public education, Oct. 1, 1908, to Oct. 1, 1909. Edward C. Elliott.
- †No. 3. List of publications of the United States Bureau of Education, 1867-1910.
- *No. 4. The biological stations of Europe. Charles A. Kofoid. 50 cts.
- *No. 5. American schoolhouses. Fletcher B. Dresslar. 75 cts.
- †No. 6. Statistics of State universities and other institutions of higher education partially supported by the State, 1909-10.

1911.

- *No. 1. Bibliography of science teaching. 5 cts.
- *No. 2. Opportunities for graduate study in agriculture in the United States. A. C. Monahan. 5 cts.
- *No. 3. Agencies for the improvement of teachers in service. William C. Ruediger. 15 cts.
- *No. 4. Report of the commission appointed to study the system of education in the public schools of Baltimore. 10 cts.
- *No. 5. Age and grade census of schools and colleges. George D. Strayer. 10 cts.
- No. 6. Graduate work in mathematics in universities and in other institutions of like grade in the United States.
- *No. 7. Undergraduate work in mathematics in colleges and universities. 5 cts.
- *No. 8. Examinations in mathematics, other than those set by the teacher for his own classes. 5 cts.
- No. 9. Mathematics in the technological schools of collegiate grade in the United States.
- †No. 10. Bibliography of education for 1909-10.
- †No. 11. Bibliography of child study for the years 1908-9.
- *No. 12. Training of teachers of elementary and secondary mathematics. 5 cts.
- *No. 13. Mathematics in the elementary schools of the United States. 15 cts.
- *No. 14. Provision for exceptional children in the public schools. J. H. Van Sickle, Lightner Witmer, and Leonard P. Ayres. 10 cts.
- *No. 15. Educational system of China as recently reconstructed. Harry E. King. 15 cts.
- *No. 16. Mathematics in the public and private secondary schools of the United States. 15 cts.
- †No. 17. List of publications of the United States Bureau of Education, October, 1911.
- *No. 18. Teachers' certificates issued under general State laws and regulations. Harlan Updegraff. 20 cts.
- No. 19. Statistics of State universities and other institutions of higher education partially supported by the State, 1910-11.

1912.

- *No. 1. A course of study for the preparation of rural-school teachers. Fred Mutchler and W. J. Craig. 5 cts.
- *No. 2. Mathematics at West Point and Annapolis. 5 cts.
- *No. 3. Report of committee on uniform records and reports. 5 cts.
- *No. 4. Mathematics in technical secondary schools in the United States. 5 cts.
- *No. 5. A study of expenses of city school systems. Harlan Updegraff. 10 cts.
- *No. 6. Agricultural education in secondary schools. 10 cts.
- *No. 7. Educational status of nursing. M. Adelaide Nutting. 10 cts.
- *No. 8. Peace day. Fannie Fern Andrews. [Later publication, 1913, No. 12.] 5 cts.
- *No. 9. Country schools for city boys. William S. Myers. 10 cts.
- *No. 10. Bibliography of education in agriculture and home economics. 10 cts.
- †No. 11. Current educational topics, No. I.
- †No. 12. Dutch schools of New Netherland and colonial New York. William H. Kilpatrick.
- *No. 13. Influences tending to improve the work of the teacher of mathematics. 5 cts.
- *No. 14. Report of the American commissioners of the international commission on the teaching of mathematics. 10 cts.
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- No. 31. Educational directory, 1912.
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- †No. 33. Statistics of State universities and other institutions of higher education partially supported by the State, 1912.

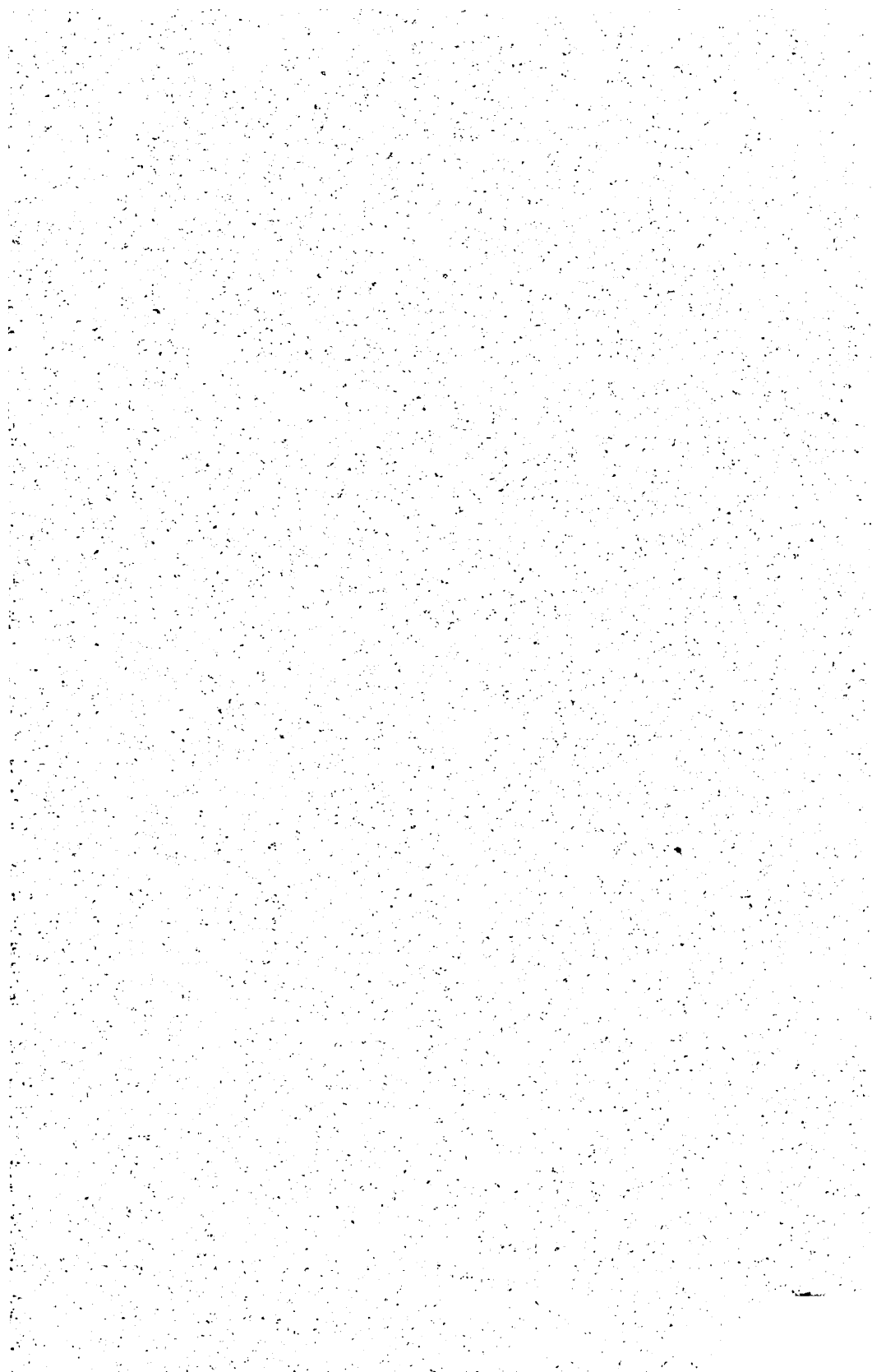
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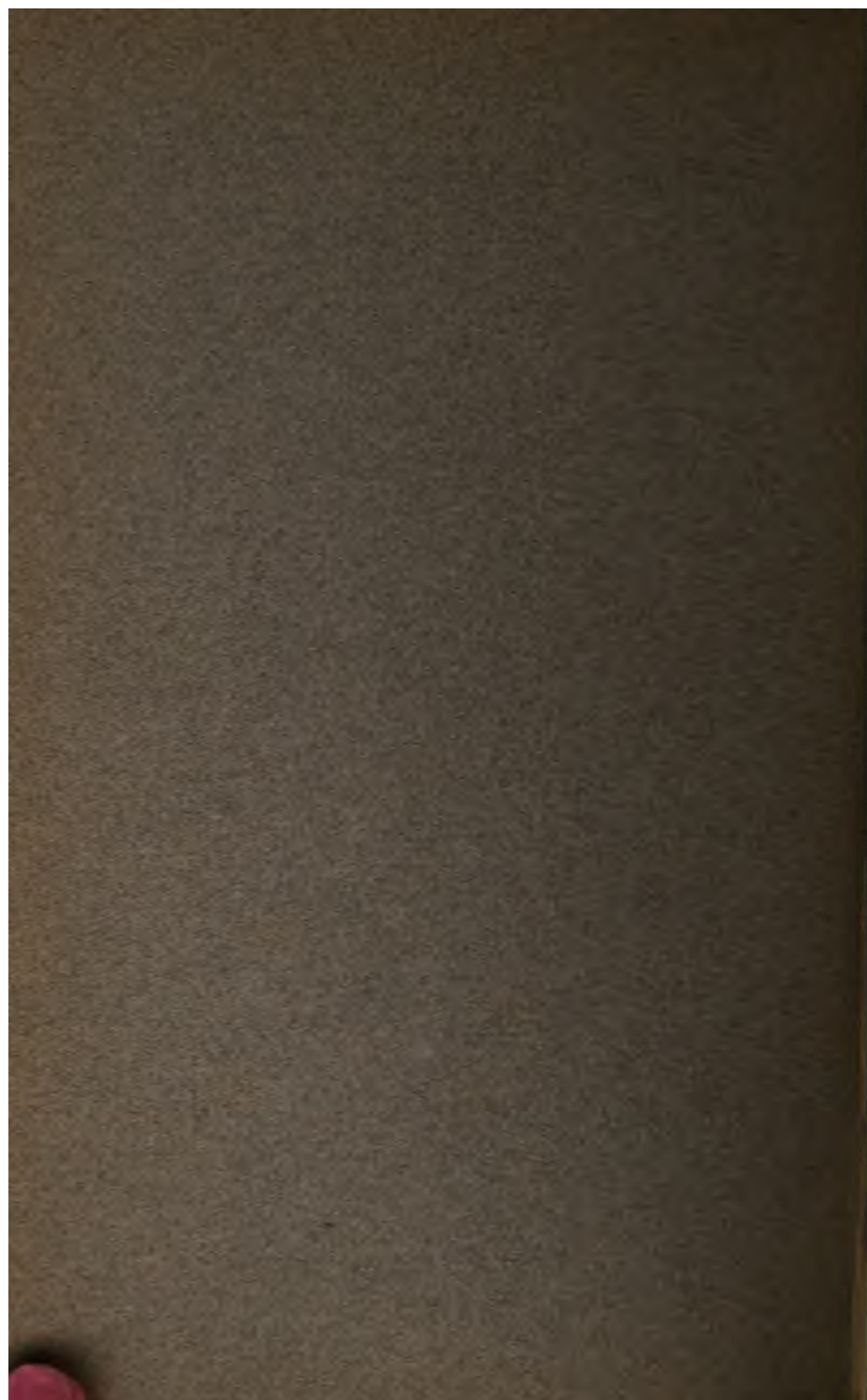
- No. 1. Monthly record of current educational publications, January, 1913.
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 - *No. 9. Consular reports on continuation schools in Prussia. 5 cts.
 - *No. 10. Monthly record of current educational publications, March, 1913. 5 cts.
 - *No. 11. Monthly record of current educational publications, April, 1913. 5 cts.
 - *No. 12. The promotion of peace. Fannie Fern Andrews. 10 cts.
 - *No. 13. Standards and tests for measuring the efficiency of schools or systems of schools. Report of the committee of the National Council of Education. George D. Strayer, chairman. 5 cts.
 - No. 14. Agricultural instruction in secondary schools.
 - *No. 15. Monthly record of current educational publications, May, 1913. 5 cts.
 - *No. 16. Bibliography of medical inspection and health supervision. 15 cts.
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 - †No. 21. Monthly record of current educational publications, June, 1913.
 - *No. 22. Bibliography of industrial, vocational, and trade education. 10 cts.
 - *No. 23. The Georgia Club at the State Normal School, Athens, Ga., for the study of rural sociology. E. C. Branson. 10 cts.
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 - No. 54. Consular reports on industrial education in Germany.
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No. 8. The Massachusetts home-project plan of vocational agricultural education. R. W. Stimson.
No. 9. Monthly record of current educational publications, April, 1914.
No. 10. Physical growth and school progress. B. T. Baldwin.
No. 11. Monthly record of current educational publications, May, 1914.
No. 12. Rural schoolhouses and grounds. F. B. Dresslar.
No. 13. Present status of drawing and art in the elementary and secondary schools of the United States.
Royal B. Farnum.
No. 14. Vocational guidance.
No. 15. Monthly record of current educational publications. Index.
No. 16. The tangible rewards of teaching. James C. Boykin and Roberts King.
No. 17. Sanitary survey of the schools of Orange County, Va. Roy K. Flannagan.







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UNITED STATES BUREAU OF EDUCATION
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UNIVERSITY EXTENSION IN THE UNITED STATES



By LOUIS E. REBER

DEAN OF THE UNIVERSITY EXTENSION DIVISION
UNIVERSITY OF WISCONSIN



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1914

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, June 20, 1914.

SIR: No longer do colleges and universities confine their work within their own walls. More and more do they attempt to reach all the people of the communities to which they minister. The campus of the State university has come to be coextensive with the borders of the State whose people tax themselves for its support. The great universities with large endowments attempt to serve still larger areas in this popular way. Wherever men and women labor in the heat, or toil in the shadows, in field or forest, or mill or shop or mine, in legislative halls or executive offices, in society or in the home, at any task requiring an exact knowledge of facts, principles, or laws, there the modern university sees both its duty and its opportunity. The fear that such service may lead to a lowering of dignity and a dissipation of energy has given place to a realization of the facts that there is no dignity except the dignity of service and that the only way to conserve and increase strength is to spend it wisely. So great has been the interest in this phase of the work of our higher institutions of learning that there is need for some comprehensive account of its origin, growth, and present status. I therefore recommend that the manuscript prepared by Dr. Louis E. Reber, dean of the extension division of the University of Wisconsin, submitted herewith, be published as a bulletin of the Bureau of Education under the title "University Extension in the United States."

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

To the SECRETARY OF THE INTERIOR.

UNIVERSITY EXTENSION IN THE UNITED STATES.

I. HISTORY.

In the United States, as early as 1831, features of university extension appeared in the work of the American National Lyceum, an organization which, though not associated with any educational institution, was instrumental in the wide spread of popular education. Lecture courses and debating clubs, both valuable factors of university extension in its modern development, were established in many rural and urban communities, and eminent men contributed to their success. "Itinerating" libraries also were first proposed in this country as a lyceum aid.¹

In 1874 a new agent of popular education, the Chautauqua movement, began to make itself felt by the introduction of more systematic and constructive opportunities of study than were included in the plan of the lyceum. Chautauqua, with its summer schools and literary and scientific circle, offered courses of instruction varying from the more elementary to university grades. Correspondence study formed an important part of its work, the courses being prepared and conducted by university professors. During a brief period an attempt was made to so broaden this opportunity as to include the giving of credit for studies of university grade with no residence requirement, degrees being granted by the University of the State of New York upon completion of work equivalent to that exacted at a recognized institution. When other means for home study became more general this privilege was withdrawn.

The transplanting of the English system of university extension did not take place until the year 1887, when an address before the American Library Association upon this subject aroused keen interest among members of the association and resulted in the beginnings of university extension in several cities (Buffalo, Chicago, and St. Louis) as an adjunct to the work of the city library.

In 1889 Teachers College, Columbia University, announced to the teachers of New York City and the adjoining cities and towns the offer of certain elementary courses in science. This was a beginning

¹ Phases of intramural extension teaching, though mentioned in this chapter, are not discussed as a separate activity. Agricultural extension, as constituting a separate development, organized and administered under different conditions from university extension proper, is not included except in welfare work and correspondence study, in which the courses are frequently general in nature. The following pages include data concerning organized extension teaching only.

of extension teaching that was expanded steadily during the following years.

In 1890, Philadelphia organized her American Society for the Extension of University Teaching, an association supported by private contributions. The growth of its work was rapid and permanent.

Early in 1891 the State of New York appropriated \$10,000 for university extension, the first State appropriation for this purpose. The terms of the law stipulated that no money should be paid to lecturers; hence the work developed was classified under the title "Home education" and included "study clubs, exchanges, traveling libraries, the public library, and the library school."

In the same year a society for university extension was organized in Chicago, but in 1892 the University of Chicago incorporated the work as one of its activities and the original society was abandoned.

In December, 1891, a national congress on university extension met in Philadelphia. It was reported at this gathering that in the four years between 1887 and 1891 28 States and Territories had begun university extension in some form. The movement, however, was clearly in an experimental and uncertain stage, and in a few years a large number of the earliest activities had ceased. That these, for the most part, were merely unorganized attempts, without any special provision for or even full understanding of the work, is shown by the fact that later statistics record that with the exception of the societies of municipal or private foundation, there was no "organized" university extension before 1892, and in that year organization in two institutions only, the Universities of Chicago and Wisconsin.

Twelve institutions organized extension teaching between 1892 and 1906. During this period, however, the work, except that of the University of Chicago, was chiefly agricultural. In 1906 the University of Wisconsin reorganized and expanded its university extension, which grew rapidly from that date.

Between 1906 and 1913, inclusive, 28 institutions organized university extension, and between those dates 21 institutions reorganized the work. With few or no exceptions, the reorganization involved the establishment of definite departments, supported in a few cases by legislative appropriation, but mostly by fees and such funds as could be diverted to this purpose. In 1913 legislative recognition showed a marked increase.

During the past 10 years a gradual change of method has taken place. The English plan of lectures, class work, syllabi, collateral reading, and more or less rigid examination, conducted by university professors with little, if any, individual relation, was not well adapted to the larger part of the student body in America, whose need was great for educational opportunities offered out of work hours. As

this fact came to be recognized, modifications of the original method added correspondence study and class work under less formal conditions, the summer school at the same time showing a rapid growth both in numbers and usefulness.

In quick succession departments were added to the older extension activities of organized debating and discussion, including the educational bulletin and package library, and of welfare work covering the entire field of civic and social betterment.

University extension, as now interpreted, includes all extramural university service and certain types of intramural work. Under the latter head the following activities are included: Popular short courses and conferences at the institution, and also such opportunities to attend classes or lectures out of work hours as are offered sometimes with and sometimes without the customary entrance requirements. Occasionally summer schools are classified under university extension.

The following list shows dates of organization of university extension teaching other than agricultural in the institutions from which reports were received:

<i>Dates of organization.</i>	
1892	University of Chicago. University of Wisconsin.
1895	Goshen College (Ind.).
1901	Columbia University (N. Y.). University of North Dakota.
1902	Vanderbilt University (Tenn.).
1904	Colorado Agricultural College. Rhode Island College.
1905	Kansas State Agricultural College. Olivet College (Mich.). University of Oklahoma.
1906	University of California. Iowa State College. Pennsylvania State College.
1907	University of Oregon. Brown University (R. I.).
1908	St. Mary's College (Cal.). Washington University (Mo.). College of the City of New York. New York University. Lehigh University (Pa.).
1909	University of Kansas. University of Minnesota. Mississippi Agricultural and Mechanical College. University of Nebraska.
1909	University of Texas. University of Wyoming.
1910	College of Hawaii. University of Montana. Ohio University.
1911	Ottawa University (Kans.). University of Michigan. New Mexico College of Agriculture and Mechanical Arts. Adelphi College (N. Y.). University of North Carolina.
1912	University of Arizona. Reed College (Oreg.). University of Pittsburgh. University of Washington.
1913	Iowa State University. Montana State College. Franklin College (Ohio). Fisk University (colored)(Tenn.).
<i>Dates of reorganization of extension work.</i>	
1906	University of Wisconsin.
1909	Goshen College (Ind.). Kansas State Agricultural College.
1910	Colorado Agricultural College. Harvard University (Mass.). Columbia University (N. Y.).
1911	Mississippi Agricultural and Mechanical College.

1912	Indiana University. Rutgers College (N. J.). University of Oregon. Lehigh University (Pa.).	1913	University of Montana. Franklin College (Ohio). University of Oklahoma. Pennsylvania State College. University of Pittsburgh. University of Texas. University of Wyoming.
1913	University of California. Iowa State College. University of Minnesota.		

HOW REGARDED BY INSTITUTION AND STATE.

After the first wave of enthusiasm had subsided, university extension as a function of an educational institution passed through a prolonged period of uncertain favor. A feeling prevailed that there was some loss of prestige to the institution adopting it, in the extension of its services to persons not fulfilling the requirements for matriculation, and also that extramural instruction, even of collegiate grade, would probably be superficial and inferior in quality.

As the methods of university extension were modified to fit conditions in the United States, the scope of the work, as has been shown, was widened to include correspondence-study in addition to lecture courses. In the beginning, no appointment of instructional force or provision of funds accompanied this expansion, and the work was conducted on a fee basis by members of the resident faculty, who, as a rule, already carried heavy work. This situation was productive of a feeling of antagonism, especially among those professors who had little confidence in the value of the movement.

However, as time passed, a change took place and extension came to be recognized by State institutions at least as a legitimate activity, if not as a duty to the constituency drawn upon for their support. This change involved in many instances a further expansion covering the entire field of general welfare, and the creation of a part-time or full-time university extension faculty and clerical force, with a more or less adequate fund, either of legislative or other provision, for the furtherance of the work.

Response to inquiries at present are almost uniformly favorable to university extension. At those institutions in which the work is so established as to impose no additional burdens the members of the faculty either approve it or tolerate it; a large majority approve it. Little active antagonism remains. University extension is recognized as a valuable means of instruction and as a measure of publicity and interpretation.

Some difference of attitude naturally exists between the State and the non-State institutions. The State university recognizes an obligation; the non-State may be actuated either by altruistic motives or by those of self interest.

The following opinions were elicited by the questionnaire:

Not developed, but important. Disliked by faculty, who are still somewhat suspicious and antagonistic.

A great tax on them (the faculty), but almost necessary to get hold of the State.
 Work at first regarded with hostility by faculty, now with better spirit. Regarded enthusiastically by citizens.
 Work regarded apathetically by State, but favorably and hopefully by faculty.
 Extension movement most powerful single factor in education and greatest aid to interior instruction. Regarded by the faculty, with enthusiasm, 70 per cent; tolerance, 20 per cent; disdain, 10 per cent.
 Secures public good will.
 Gives closer touch with city school system. Brings students and helps to remove conditions.
 It has greatly increased our enrollment.
 Brings people of State and university into greater touch than formerly.
 Adds much to our standing in the State.
 No one would question its general value.
 Popularizes the college and puts into practice its teachings among the people.
 Brings local sympathy.
 Sharpens interest.
 So far has popularized the university.
 Our very life's blood.
 Beneficial in every way, particularly in putting the university in touch with the people.
 Helps attendance.
 Broadening (referring to effect upon the institution).
 Advertises, vitalizes, and enlivens.

II. ORGANIZATION AND ADMINISTRATION.

Forms of administration.

	Institutions.
Administered through a division or department.....	22
Administered through another department of the institution.....	14
Administered by a committee of the faculty.....	8
Other forms of administration.....	7
Total.....	51

Extension teaching is administered in various ways and through several different agencies. In the larger institutions, with a few exceptions, the work is conducted through a division or department as a unit coordinate with other departments in the institution, with a dean or director at the head; while in the smaller institutions it is administered through another department, frequently the department of education, or by a committee of the faculty.

The following universities and colleges fall within the first group and apply the term division or department to the organization through which the work is conducted: University of California, University of Colorado, University of Chicago, Indiana University, University of Iowa, Kansas State Agricultural College, Universities of Kansas, Michigan, Minnesota, Missouri, Montana, Nebraska, Oklahoma, and Oregon, Columbia University (New York), New York University,

University of North Dakota, Ohio University, Universities of Pittsburgh, Utah, Washington, and Wisconsin.

University of California.—The extension division at the University of California was reorganized in 1913, with the following scheme of administration. The division consists of two departments: The department of instruction and the department of public service. The department of instruction consists of three bureaus: The bureau of class instruction, which organizes and conducts classes for the study of university subjects in cities and towns, in which a request is made by 10 people or more; the bureau of correspondence instruction, offering courses mainly in cultural subjects; the bureau of lectures, providing lectures singly or in series, to be delivered in any part of the State. The department of public service consists of two bureaus, one of public discussion, the other of information and municipal reference. A director of extension is at the head of the division, who, with the secretaries of the five bureaus, reports to the president and the academic council. All departments of extension work, excepting agricultural, are under one head. One man devotes his entire time to the work, and a majority of the faculty participate.

University of Colorado.—The University of Colorado administers its extension teaching through a division which is parallel with the other schools of the university. A director has entire charge of the work, which includes correspondence study, classes, lectures, library extension, welfare work, and vocational training.

University of Chicago.—The University of Chicago, on the occasion of its opening in October, 1892, announced a thoroughly organized department of university extension and began to do that type of work simultaneously with the opening of its other activities. From the very first this work was offered in three departments, namely: (1) Lecture study, (2) class instruction, (3) correspondence-study teaching. For almost 20 years, in fact until July, 1912, this work was carried on over an area extending from Illinois to the Pacific Coast, and from Duluth to the Gulf. In July, 1912, the administration of the University of Chicago saw fit to change the policy of extension management, turning over the lecture work to the university lecture association, the class instruction, to the university college, continuing its department of correspondence instruction as before. The university lecture association, an outgrowth of the lecture work of the extension department of Chicago University, organizes courses of lectures at four central points in Chicago, and in three of its immediate suburbs, under the direction of the University of Chicago.

Indiana University.—The division at Indiana University is composed of four departments: Correspondence, lecture, debating and public discussion, and general information and welfare. The work is in charge of a director who gives part time. The correspondence-study work is carried on by the regular university faculty. Provision

has been made to add for 1914 a secretary for the department of debating and public discussion, a part-time assistant in club work, and a part-time assistant in social service.

State University of Iowa.—The extension division of the State University of Iowa, reorganized in the fall of 1913, announces four fields of activity: (1) Educational service, (2) public health and hygiene, (3) political, economic, and social welfare, and (4) correspondence study. The work is administered by a staff composed of the president of the university and the chiefs of the four bureaus covering the lines of activity.

The Kansas State Agricultural College.—At the Kansas State Agricultural College the work is administered by a dean and the heads of the four departments: (1) Institutes and demonstrations, (2) public engineering, (3) home economics, and (4) correspondence study. The division is coordinate with the divisions of agriculture, engineering, and home economics. Each department has its own working force. The work is largely agricultural, but much is done in engineering, home economics, and in other lines especially through the correspondence study. About 20 members of the college faculty cooperate in the correspondence-study department in making the courses and directing the reading of the papers.

The University of Kansas.—At the University of Kansas the division has a director in charge, but the scheme of administration is undeveloped. Two men devote their entire time to the work, and 48 of the faculty members assist.

The University of Michigan.—At the University of Michigan the work is carried on through a department, administered by a director, with the cooperation and advice of the president. Extension activity is confined to lectures given throughout the State by members of the various faculties of the university.

The University of Minnesota.—At the University of Minnesota the division has a governing board of members of the faculty, made up from the university senate. The division is administered by the director and faculty extension board. There is an organized center at Duluth, with a teacher or organizer in charge. Occasional trips are made to the center at Duluth by members of the extension staff, but there is yet no complete suborganization.

The entire time of 20 men is devoted to extension work, 2 devote half time or more, and 96 members of the faculty participate in the work, which is in part agricultural.

The University of Missouri.—At the University of Missouri, where the work is devoted to correspondence courses and classes in extension centers, the division is administered by a secretary of extension.

The University of Montana.—At the University of Montana extension work, which was reorganized in 1913, is administered by a director of university-extension lectures, a director of correspondence

study, and through a bureau of information. These departments are under separate management.

The University of Nebraska.—At the University of Nebraska the department of university extension is administered by a director. The work is subdivided into four departments: (1) Correspondence study, in which all subjects required for city, county, and State certificates, and for university credit, are offered; (2) instruction by lectures; (3) debating and public discussion; and (4) general information and welfare.

Columbia University (New York).—In 1902 the statutes of Columbia University were amended to establish an extension department under the care of a director. The purpose and design of this department were set forth in such broad language as to admit of the conduct of credit courses, such as had earlier been recognized at Teachers College, and at the same time to admit the carrying of short courses of a more popular character, which were generally and by tradition regarded as belonging to extension teaching. It was not until 1904, however, that the control was vested in an administrative board representative of the entire university.

In 1910 the new administration was empowered to offer courses of graduate standing and those of professional and collegiate character equivalent at least to the first and second years in the professional schools and in the college. These were graduate and undergraduate courses regulated by rules determined by university council and the faculty concerned. This did not imply an abandonment of the old lyceum system. The director controls the policy and finances the work under the president and administrative board. Seventy-three members of the faculty take part in the intramural and extramural extension teaching.

Barnard College and Teachers College, of New York City, are now affiliated in the extension work at Columbia.

New York University.—At New York University the extension work is carried on through a division for extramural teaching, administered by a director and an advisory committee. All class instruction is carried on by the regular faculty. The division is a department of the university coordinate with the other departments. Classes, which are grouped into (1) collegiate courses, (2) commercial courses, and (3) pedagogical courses, are held at centers in New York City and vicinity.

University of North Dakota.—In the University of North Dakota the extension division is subdivided into two bureaus—(1) educational cooperation, (2) public service. A director and a secretary of bureaus constitute the administrative force. Two men devote their entire time to extension work, and about 40 members of the faculty participate.

Ohio University.—At Ohio University the division is administered by a director, who organizes centers and assigns teachers. The work is entirely classroom work of the same grade as the university courses. Six members of the faculty participate in the work.

University of Oklahoma.—The extension work at the University of Oklahoma is administered through two divisions, which are subdivided into six departments. There are two directors—a director of public information and welfare, who has charge of the department of public discussion and debate, correspondence study, and public information and welfare, and a director of the departments of extension lectures, extension classes, and high-school debating. Three persons give entire time, and 49 members of the faculty cooperate in the extension work.

University of Oregon.—At the University of Oregon, the president of the university, an extension director, and a secretary administer the work. Of the members of the faculty, 4 devote their entire time, 4 part time, and 24 participate in the work.

University of Pittsburgh.—At the University of Pittsburgh, the administrative body consists of the director and an advisory committee. This committee is made up of a member from each school offering courses. This member is chosen by the director of extension and the dean of the school offering the course. About 25 members of the faculty participate in the work.

The University of Texas.—The extension department of the University of Texas consists of seven divisions: Correspondence instruction, public welfare, public discussion, home welfare, information and exhibits, public lectures, and child welfare. A director is in charge, with 14 others giving full time, 5 half time, and 75 participating.

University of Utah.—Extension is administered by the University of Utah through a department under a director of extension work, who utilizes the instructors of the other departments for correspondence study, extension classes, lectures, debating and community guidance.

The University of Washington.—At the University of Washington, the extension division is coordinate with the other schools and colleges, administered by a director, who is chairman of the extension faculty, which is composed of the heads of departments offering extension courses. The division has two departments, the department of instruction and the department of community service.

The department of instruction conducts its work through correspondence study courses; by classes at centers away from the university, and by evening classes at the university.

The department of community service consists of five bureaus: The bureau of municipal and legislative reference, the bureau of debate and discussion, the bureau of general information, the bureau of lectures, and the bureau of civic development.

Of the faculty 7 members devote their entire time to extension work, 1 devotes half time or more, and from 40 to 50 members of the faculty participate.

The University of Wisconsin.—At the University of Wisconsin the division is one of the coordinate colleges of the university, with a dean at its head. The four departments of the division, (1) correspondence study, (2) instruction by lectures, (3) debating and public discussion, and (4) general information and welfare, have secretaries as administrative officers. The departments are again subdivided—correspondence study into as many as there are distinct lines of instruction, such as English, history, romance languages, education, mechanical engineering, structural engineering, etc. There are 29 departments of instruction, each with a head. In the correspondence-study department 31 instructors are giving their entire time to the work, and 35 part time. In the department of instruction by lectures, besides a secretary there is an assistant secretary and occasional assistance in the field. The department of debating and public discussion has a force of 10. The department of general information and welfare has at present five bureaus with a chief at the head of each: (1) Municipal reference, (2) social center development, (3) health instruction, (4) visual instruction, (5) community music.

The State is divided into six districts (it is intended to break these up into more), with officers centrally located in each. At each office is a university district representative, and with him are itinerant instructors, field organizers, and the necessary clerical assistants.

There are in the division 51 administrators and instructors giving full time and 16 giving part time to the work. Besides these, 18 of the resident faculty are carrying correspondence-study courses, and 37 participate in other ways; 45 clerks and stenographers are required for the work of the division.

In the following institutions university extension is administered as a part of another department or school: Des Moines College (Iowa), Ottawa College (Kans.), Harvard University (Mass.), Washington University (Mo.), College of the City of New York, University of Cincinnati (Ohio), Miami University (Ohio), Pennsylvania State College, Brown University (R. I.), Fisk University (Tenn.), Vanderbilt University (Tenn.), Emory and Henry College (Va.), University of Virginia.

Des Moines College (Iowa).—At Des Moines College the dean of the school of education has charge of the department, which confines its extension activity to lecture and class work.

Ottawa University (Kans.).—At Ottawa University the work is administered by the head of the department of history and is confined to a department of debating and discussion.

Harvard University.—At Harvard, where courses are conducted on the same plan as the regular college classes, the department is under

the faculty of arts and sciences and is administered as a regular college department by a dean and an administrative board of the faculty of arts and sciences.

Washington University (Mo.).—At Washington University a committee of the faculty of the department of arts and sciences has charge of the extension work, which is mainly for teachers, and consists of lectures and laboratory courses.

College of the City of New York.—At the College of the City of New York the extension department is a development of the department of education and is administered wholly by the director of extension teaching. The work, which consists solely of lecture work for the teachers of the New York public schools, is conducted by the faculty, 20 members assisting in the work. Two give more than half time.

University of Cincinnati.—At the University of Cincinnati the work, which is conducted throughout the city in numerous ways, is carried on through various faculties and agencies. Practically every member of the faculty has some part in the work.

Miami University (Ohio).—At Miami University the extension work is carried on largely by each department working for itself. There is at present no organization, but it is hoped to center the work in the library and work through the librarian.

The Pennsylvania State College.—At the Pennsylvania State College extension work is administered through departments: A department in the school of agriculture and departmental representatives in other schools. The representatives from all the schools form an extension board which meets with a special extension committee from the board of trustees. Four members of the faculty devote part time to the work, which is mainly agricultural, although the extension departments are active also in engineering, mining, home economics, and liberal arts.

Brown University (R. I.).—At Brown University a director, who is professor of education, administers the extension work, which consists entirely of lectures. The president of the university and the director of extension invite members of the faculty and others to lecture. About 25 members of the faculty assisted in the work last year.

Fisk University (Tenn.).—At Fisk University the work, which is chiefly of a vocational and welfare nature, is in charge of the department of social science.

Vanderbilt University (Tenn.).—At Vanderbilt University the work consists in the training of ministers; the faculty of the Biblical department constitutes the faculty of the correspondence school. An extension director, who is employed by the board of education of the M. E. Church, South, has charge of the office management, and gives

his entire time to the work, which covers institutes and lectures as well as correspondence-study courses.

Emory and Henry College (Va.).—At Emory and Henry College the work is conducted by the department of education.

University of Virginia.—At the University of Virginia the extension activity is entirely devoted to lecture work, and is administered by a professor in the department of education.

The following institutions administer extension teaching through a committee of the faculty: St. Mary's College (Cal.), Iowa State Teachers College, Olivet College (Mich.), Rutgers College (N. J.), Adelphi College (N. Y.), University of North Carolina, Reed College (Oreg.), Lehigh University (Pa.).

St. Mary's College (Cal.).—At St. Mary's College the work, chiefly correspondence study and lectures, is restricted to teachers. There is a recognized department, the governing body of which is a committee on studies, controlled by the board of trustees.

Iowa State Teachers College.—At Iowa State Teachers College the faculty, under the direction of a committee on extension, conduct demonstration schools and maintain educational centers within a reasonable range of the college and an extension lecture bureau.

Olivet College (Mich.).—At Olivet the work is conducted by a committee of the faculty.

Rutgers College (N. J.).—At Rutgers College a committee on extension, the education department, and the college of agriculture share the administration of the extension work, which consists of a summer school under the department of education; also institutes, Saturday and evening classes, and a short course in ceramics.

Adelphi College (N. Y.).—At Adelphi College a committee of three has charge of the work, which consists in courses in education, chiefly for the benefit of teachers. Eight members of the faculty participate in the work.

University of North Carolina.—At the University of North Carolina the work is conducted through a bureau of extension, administered by a committee of six from the faculty; 1 person gives part time and 20 members of the faculty assist in the work.

Reed College (Oreg.).—At Reed College the work is conducted by a committee of the faculty, assisted by other members of the faculty.

Lehigh University (Pa.).—At Lehigh the president has charge of the free public lectures; a committee of the faculty, of which the professor of philosophy and education is chairman, has charge of lecture and class courses; and the university Y. M. C. A. has the welfare work in charge. Seven members of the faculty have engaged in extension work.

At several institutions the president is in charge of the work. Among these are the Universities of Arizona and Wyoming.

University of Arizona.—At the University of Arizona the president is in charge of extension teaching, doing all the work with the assistance of 13 members of his faculty.

University of Wyoming.—At the University of Wyoming, the president of the university is at present director of the department; 2 men devote their entire time, 1 devotes half time, and 24 members of the faculty assist in the work, which is in part agricultural.

In some cases a secretary of extension conducts the work, which generally includes but one phase of extension teaching. Among these are Butler and Goshen Colleges.

Butler College (Ind.).—At Butler College, where lectures and recitations, conducted as in regular college courses, are the only form of extension activity, a secretary of extension is in charge.

Goshen College (Ind.).—At Goshen College, where correspondence-study courses are the only form of extension activity, a secretary of extension is in charge, who does all the corresponding and cooperates with each teacher offering courses. The secretary devotes his entire time to the work and is assisted by six members of the faculty.

Boston Commission on Extension Courses.—University extension courses are offered in Boston by the commission on extension courses, which represents the following institutions: Boston College, Boston University, Harvard, Massachusetts Institute of Technology, Museum of Fine Arts, Simmons College, Tufts College, and Wellesley College.

The courses are given by college professors and instructors of the cooperating institutions, and are conducted as the corresponding courses regularly given by these institutions, with lectures, written and laboratory work, recitations, and practical exercises of various kinds. Examinations are held and marked on the same scale as in the regular college courses. The courses cover 30 weeks, and the hours are set in the evening, or in the late afternoon and on Saturday. Most of the courses carry credit toward the degree Associate in Arts at Harvard, Radcliffe, Tufts, and Wellesley. The requirement for this degree is work amounting to 17 full courses, or 51 year-hours. The subjects taught are purely cultural: Language, literature, fine arts, music, natural sciences, history, political and social sciences, philosophy, and mathematics.

Since most of the courses are supported by the endowment of the Lowell Institute, the fees are low. In the majority of cases a fee either of \$2.50 or \$5 is charged, although for some courses there is a fee of \$15.

Boston College, Boston University, and Simmons College also offer Saturday and late afternoon courses which are not connected with the commission on extension courses. Harvard also offers extension courses, with which work Radcliffe is affiliated.

Receipts for university extension.

States and institutions.	Total funds.	State appropriation.	Fees and other receipts.	Remarks.
Arizona, University of.....	\$2,400	\$2,400		
California, University of.....	4,300	0	\$1,300 from all sources.	\$10,000 appropriated for 1913-14.
Colorado, University of.....	40,000	0	\$40,000 from correspondence-study fees.	\$2,300 in fees from correspondence and lecture courses.
Illinois—University of Chicago.....				
Indiana:				
Butler College.....	1,975	0	\$1,975 from fees.	
Earlham College.....	220	0	\$220 from fees.	
Goshen College.....	858	0	\$858 from fees.	
Indiana University.....	4,069	0	\$1,600 from various sources; \$1,200 one-half salary of director; \$1,269 correspondence-study fees.	
Iowa:				
Iowa State College.....				\$25,000 appropriated for engineering extension for 1913-14. No fees charged.
University of Iowa.....				\$15,000 legislative appropriation for 1913-14. \$5,000 from other sources for 1913-14.
Kansas:				
Kansas State Agricultural College.....	22,600		\$11,200 from various sources.	Funds devoted to correspondence courses, women's work, and engineering work.
University of Kansas.....	113,000		\$13,000 (estimated).	No specific appropriation for extension; general maintenance fund estimated at \$13,000.
Massachusetts—Harvard University.....	19,400	0	\$13,400 from various sources; \$6,000 from fees.	Lecture classes.
Michigan, University of.....	10,000		\$10,000 appropriation from board of regents.	
Minnesota, University of.....	21,437	10,000	\$11,400 from fees, etc.	State appropriation of \$40,000 for 1913-14.
Missouri:				
University of Missouri.....			Work carried on out of general maintenance fund, 1912-13.	\$25,000 for biennium 1913-1915.
Washington University.....	3,305		\$3,305 from fees.	
Montana, University of.....	1,000	1,000		State has allowed correspondence-study department \$2,000 for 2 years to pay for stationery, postage, and clerical work.
Nebraska, University of.....	2,000		\$2,000 from various sources.	
New Jersey—Rutgers College.....	6,000	1,600	\$6,000.	
New York:				
Adelphi College.....	3,220	0	\$3,220 from fees.	
College of City of New York.....	2,300	0	\$3,300 from city government.	Necessary funds are appropriated by city government.
Columbia University.....	54,972	0	\$54,972 from fees.	
North Carolina, University of.....	1,000		\$1,000 from various sources.	
North Dakota, University of.....	11,500		\$9,000 from various sources; \$25 from correspondence-study fees; \$1,500 from lectures; \$75 from Institutes.	\$500 allotted for printing.

The appropriation for 1912-13 was over a half million for university extension work. It will be noted from the table that there is a large increase for the year 1913-14.

The following institutions had no appropriation in 1912-13, but have made financial provision for the work for 1913-14: California, \$10,000; Iowa State College, \$25,000; University of Iowa, \$20,000.

The following have increased their appropriations: University of Minnesota, from \$10,000 to \$40,000; University of Pittsburgh, from \$2,500 to \$8,000; University of Texas, from \$14,000 to \$45,000; University of Washington, from about \$4,000 to \$12,500; and Wisconsin's legislative appropriation was increased from \$125,000 to \$185,000.

III. CORRESPONDENCE STUDY.

Institutions having correspondence courses—Enrollment and degrees granted.

Institutions.	Number enrolled.	Degree, if any, toward which credit is given.
1. University of Arkansas.....	(¹) 464	(²) A. B., B. S., B. L.
2. University of California.....	40	A. B., B. S.
3. St. Mary's College (Cal.).....	18	No credit.
4. College of Hawaii.....	3,182	A. B., Ph. B., S. B.
5. University of Chicago (Ill.).....	200	A. B.
6. Indiana University.....	25	A. B.
7. Des Moines College (Iowa).....	62	A. B.
8. Goshen College (Ind.).....	140	B. S.
9. Iowa State College.....	242	A. B., B. S.
10. Kansas State Agricultural College.....	935	No credit.
11. University of Kansas.....	* 909	No credit.
12. Massachusetts Agricultural College.....	50	A. B.
13. Michigan Agricultural College.....	63	A. B., B. S.
14. University of Minnesota.....	200	A. B., B. S.
15. University of Missouri.....	40	A. B., B. S.
16. University of Montana.....	187	No credit.
17. University of Nebraska.....	* 8	A. B., B. S., B. L.
18. New Mexico College of Agriculture.....	(¹) 77	A. B., Ph. B.
19. University of North Carolina.....	(¹) 31	B. S.
20. University of North Dakota.....	336	A. B.
21. University of Oklahoma.....	* 4,822	A. B.
22. Oregon Agricultural College.....	1,009	B. D.
23. University of Oregon.....	279	No credit.
24. Pennsylvania State College.....	700	B. A., LL. B., E. C., C. E., B. S.
25. Vanderbilt University (Tenn.).....	A. B.	A. B.
26. Agricultural and Mechanical College of Texas.....	193	A. B., B. S.*
27. University of Texas.....	5,375	B. A., B. S., Ph. B., M. A., M. S., Ph. M.
28. University of Utah.....	11	B. A., B. S., M. A., M. S.
29. University of Washington.....	63	No credit.
30. University of Wisconsin.....		
31. University of Wyoming.....		
32. Utah Agricultural College.....		

¹ Just starting.

* All degrees given; student must be in residence at least one year.

* For 5 months.

* In agriculture.

* 4,000 in agricultural subjects.

* For bachelor degrees half time residence required; for master degrees one year of residence required.

The enrollment given is for the year 1912-13 in all cases excepting where the work is just starting or where the statistics for 1912-13 were not available, as at Iowa State College, Michigan Agricultural College, and Universities of California and Missouri. The enrollment for these institutions is recorded for the first half of the academic year 1913-14.

The amount of work for credit through correspondence study differs widely. The universities of Chicago, Minnesota, Montana, North Dakota, Oklahoma, Pennsylvania State College, universities of Pittsburgh, Texas, Washington, Wisconsin, and Wyoming, and Des Moines College allow one-half number of hours for credit through correspondence study in absentia. The University of Kansas allows one-half number of hours for A. B., not so much for B. S. The University of Nebraska also allows one-half number of hours in absentia, but the last year must be spent in residence. At the University of Oregon and at Vanderbilt University one-third time is allowed; at the University of California and at Indiana University, three-fourths; at the University of California the last year must be spent in residence; and at Goshen College and at Iowa State, one-fourth. New Mexico College of Agriculture and Mechanic Arts allows two years' work in absentia for the M. S. degree, but for college graduates only. There is no fixed rule at Kansas State Agricultural College. At the University of Wisconsin, although one-half of the work in correspondence study may be done in absentia toward a baccalaureate degree, the university demands that one year's work must be done in residence before the degree is bestowed. Credits may be accumulated for various degrees through correspondence: A. B., B. L., B. S., Ph. B., LL. B., E. E., C. E., M. S., M. A., and Ph. M.

CORRESPONDENCE-STUDY COURSES.

At Goshen College the work passes through the hands of a secretary. At the Universities of Texas and Utah, and at Michigan Agricultural College instruction is directly between pupil and teacher, although at the University of Texas record is made by the registrar at the end of the course. At the Agricultural College of Utah the work is registered by the head of the department offering the course. In other institutions the correspondence work passes through a central office or registration department.

Arkansas.—At the University of Arkansas the work is just starting, and is given entirely by members of the faculty. The fee for the equivalent of a three-hour course is \$2.50.

California.—At the University of California the work in correspondence study has been in existence only five months, and all statistics relate to the work of that period. The number of persons enrolled during that time was 464. No member of the instructional force is at present giving entire time to the work; 68 courses have been announced, 51 of which are in progress. The courses are mainly cultural, although applied courses in engineering and mathematics are also given. The fees are \$5 for 15 lessons. The total income for the five months was \$2,530.

Hawaii.—At the College of Hawaii a fee of \$5 is charged for each full course of 18 assignments. For additional courses a reduction of one-half for each course is made. The fee is intended to pay the cost of the lessons and postage one way. If less than one-half of the assignments are taken, one-half of the fee above the cost of materials is refunded.

Illinois.—At the University of Chicago correspondence study reaches literally every part of the world. About 5 persons devote their entire time to the work, and about 125 members of the faculty participate in it. It is estimated that since the work began in 1891 fully 13,000 persons have received instruction through mail. The subjects offered are cultural. Those for which there has been greatest demand include the languages, mathematics, history, education, and political economy. A large number of Biblical and theological courses are offered.

Indiana.—At Goshen College extension work is confined to correspondence-study courses. Courses are offered in Biblical literature, Greek, Latin, German, and history.

At Indiana University the fee for instruction is determined by the amount of credit given for each course: A two-hour course is \$5; a three-hour course is \$7.50; and a five-hour course is \$12. An original enrollment fee of \$1 is required. The instruction includes (1) a small number of high-school courses; (2) a number of college courses which may entitle to credit. The courses offered are cultural.

Iowa.—At Des Moines College the instruction is given on a weekly assignment basis, assignments covering the ground covered in resident class recitation five hours a week for 12 weeks. The dean of the school of education has general direction of the work, which is assigned to resident professors according to subject.

At Iowa State College correspondence-study work is devoted to instructions for (1) students of college grade in engineering, and (2) workers in the trades. There were enrolled 140 correspondence-study students, representing 9 cities.

Kansas.—At Kansas State Agricultural College, correspondence-study courses were begun in 1910, with an expense fund of \$300. This year the college has \$4,500 for this work, in addition to fees. Two men are regularly employed, and a half dozen graduate students and seniors are employed by the hour. The courses are both credit and noncredit. The subjects treated are agricultural, engineering, and a few cultural. More than 50 per cent of the work is agricultural.

At the University of Kansas most of the work is done by the members of the faculty, who prepare the courses and give the instruction on a fee basis. The work is for the most part of college or university grade. Languages, science, history, education, and engineering courses are given. The fee is \$10 a year for residents of Kansas and

\$15 for nonresidents. Not more than two courses may be carried at one time.

Massachusetts.—At Massachusetts Agricultural College instruction is offered by correspondence in 17 agricultural subjects. The lessons have been prepared in most cases by the heads of the departments at the college. A fee of \$1 is charged for each course, with the exception of two courses where \$1 is charged for each part of the course. Registration is limited to residents of Massachusetts. The fees received amounted to \$693.70; the total cost of maintenance amounted to \$1,084.77.

Michigan.—At Michigan Agricultural College the only work in the nature of correspondence study is that of the college extension reading courses, in which 50 are enrolled. Eleven agricultural courses and three in home economics are offered. Examination questions are sent each person taking the course, and written reports may be made. If these reports are made and are satisfactory, certificates are granted.

Minnesota.—At the University of Minnesota the work is still in process of organization. No member of the faculty gives his entire time to the instruction. Each department does the work assigned to it through some member of that department, who receives compensation in fees. About 80 courses are offered, chiefly in science, literature, and arts.

Missouri.—At the University of Missouri the work is done by part-time instructors. Up to the present time over 200 students have been enrolled.

Montana.—Correspondence-study work has been but recently undertaken at the University of Montana. No instructor gives his entire time to it. The uniform fee is \$10 per course, with a reduction to \$16 for two courses and \$20 for three courses, when these are registered at one time.

Nebraska.—At the University of Nebraska 8 courses are offered for entrance credit and 43 courses are offered for university credit. The subjects taught are chiefly cultural, covering literature, languages, history, some sciences, and art. No member of the instructional force gives his entire time to the work. The fee is \$5 a course for one semester, or \$4 a course when two or more courses are carried simultaneously. The appropriation for the department is \$3,500.

North Dakota.—At the University of North Dakota the work is carried by the faculty. The subjects taught may be classified in three groups—elementary, university credit, and general cultural subjects not designed for university credit. Two courses in engineering are offered.

Oklahoma.—Correspondence-study work is beginning this year at the University of Oklahoma. Many applications for engineering

courses have been received and applicants have been given work in mathematics, drawing, and physics. The fee asked is \$15 a course.

Oregon.—Three courses are offered at Oregon Agricultural College—rural economics, rural law, and business methods for the farm. Each course is given by the instructor charged with similar resident work.

An allotment of \$2,000 was made for correspondence-study work at the University of Oregon for 1912-13. The subjects offered are cultural, with the exception of the engineering courses. A fee of \$2 is charged for one course and \$1 for each additional course. No instructor gives his entire time to the work.

Pennsylvania.—The Pennsylvania State College enrolled 1,800 new students during the year, making the registration in agricultural subjects about 4,000. The total enrollment to date is 17,502, covering a period of 14 years. There are also 75 students taking correspondence study in liberal arts subjects. The college receives no fees whatever for this work. Grading the papers and revising the lessons require almost the entire time of two members of the instructional force. This does not include the preparation of the lessons, which is done by the teaching and instructional staff of the various departments. Although the correspondence-study work in the past at the Pennsylvania State College has been chiefly agricultural, courses in engineering and in continuation of work done in summer schools for teachers are rapidly being introduced. Engineering extension enrolls only groups or classes in correspondence-study courses; 750 students are enrolled in extension courses exclusive of apprentice schools. Each course of 10 lessons costs \$5.

Texas.—At the University of Texas the instructional force is composed entirely of the members of the resident faculty of the university, who give only part time to correspondence-study instruction; 196 credit courses and 49 noncredit courses are offered; the courses are grouped.

Utah.—At the Utah Agricultural College one man gives his entire time to correspondence-study courses. The following courses are given: (1) Academic studies which may be taken for credit, (2) practical studies, (3) the colonist's course for those who have recently come to Utah, (4) housekeepers' course, (5) preparatory or high-school studies, and (6) grammar or grade studies. A large number of correspondence courses in agricultural engineering and mechanical arts are given. An enrollment fee of \$5 is charged, and in certain courses, where apparatus or other special equipment is required, an additional fee is charged.

Tennessee.—At Vanderbilt University the number enrolled last year was 1,009. No instructor gives full time to the work, but there are seven who give part time to reading papers and from four to six who give time to the office side of the work. All work is in the gen-

eral field of theology and is designed particularly for young preachers. In university courses the fees are \$2.50 for a minor course and \$5 for a major course. Total fees received last year amounted to \$7,907. The correspondence-study work, financially speaking, is under the direction of the general board of education of the Methodist Episcopal Church, South; and an appropriation is made by the board of \$12,000 a year, which includes the amount received from tuition fees. Much of this money is spent, however, in support of the department of ministerial supply and training, of which the correspondence school is only a part.

Washington.—At the University of Washington the following courses are offered: University grade; advanced, to assist graduates and others in professional or business life; preparatory; vocational. The basis of the fee is \$16 for a course of 32 assignments, or a proportionate charge for any shorter course. The work is chiefly cultural, although a few courses are offered in agricultural engineering and mechanical arts of a vocational nature. About \$5,000, with the receipts from fees, is expended for correspondence study and class work.

Wisconsin.—At the University of Wisconsin 5,375 students were served in the correspondence-study department during the past year. This department has reached students in every State of the Union and extends its activities into foreign countries; 31 instructors give their entire time to the work; 17 give part time to correspondence teaching, and 18 members of the resident faculty give instruction on the fee basis. The fees are \$20 per full five-hour course, with 25 per cent discount for each additional course. The fees for 1912-13 were over \$20,000. Courses offered comprise those of high-school and elementary grades. The group of vocational studies embraces subjects in engineering, industry, and business; 300 single courses are offered in 28 departmental lines; 70 of these are in engineering subjects.

Wyoming.—At the University of Wyoming correspondence-study work is essentially just beginning. The figures of 1912-13 represent less than one-third of the work which is done in 1913-14. No one on the instructional force gives entire time to the work. Twelve subjects are offered, mainly cultural. The fee is \$5 a semester, each student being allowed to take more than one subject for this fee. There is no specific appropriation or allotment made for the work, but the fees are paid into the general resources and the expenses are paid from State funds.

CREDIT AND NONCREDIT STUDENTS.

The ratio between credit and noncredit students in extension work is as follows:

At St. Mary's College (California) and at the University of Utah all enrolled in extension courses are supposed to be credit students.

At the University of Arizona, Olivet College, University of Oregon, and the University of Wyoming, nearly all the extension-course students, if not all, are noncredit. At the Pennsylvania State College few are credit students. At the Agricultural and Mechanical College of Texas a certificate of merit is allowed for securing 25 points of credit. Thirty-eight per cent of the winter extension students at Harvard in 1911-12 worked toward the degree of A. A. offered by Radcliffe and Tufts, as well as Harvard. All courses offered by Wellesley are for credit except those in accounting and in commercial organization.

At the University of Pittsburgh the ratio of credit and noncredit students is 1 to 2; at Goshen College and at the University of Montana 1 to 3; at Kansas State Agricultural College and at Washington University 1 to 4; at the Universities of Kansas and of Washington the ratio is 3 to 4; at Brown University, at the University of Minnesota, and at the University of Wisconsin 1 to 7; and at the University of North Dakota 3 to 5. At the University of Oklahoma there are 20 credit to 1 noncredit; at the University of Texas there are 9 credit to 1 noncredit students, and at the University of Indiana there are 10 credit to 1 noncredit. At the University of Chicago more than a majority are credit students.

These figures represent those institutions where extension work is done through regular college classes, extramural or intramural Saturday, late afternoon or night classes, as well as those where correspondence-study courses are given.

At those institutions where the correspondence-study work has had the longest trial, as at Chicago and at Wisconsin, statistics show that the students who take advantage of the opportunities offered by these courses to do a certain portion of the work required for a degree by this method can not be classed among those who are seeking easy methods for gaining credit, but are earnest students who, when in residence at the university, do considerably better work than the average.

Few special texts for correspondence-study teaching have been published, excepting those prepared by the University of Wisconsin. These will be found under the heading Publications.

IV. EXTENSION TEACHING IN RELATION TO ELEMENTARY SCHOOLS AND TEACHERS.

AND CONTINUATION, VOCATIONAL, AND INDUSTRIAL SCHOOLS.

Hawaii.—A short course for teachers is offered by the College of Hawaii, a course of 15 lectures, not only for teachers, but for all interested in the elementary schools. These lectures may be taken for credit.

Indiana.—At Butler College the extension courses are conducted primarily for the benefit of the public-school teachers, and the work is done with the cooperation and hearty approval of the State superintendent and board of education.

Iowa.—Des Moines College offers afternoon and Saturday resident courses for teachers who wish to continue their college courses while teaching.

The extension work at Iowa State College is a part of the continuation, vocational, and industrial education of the State. The college cooperates with factories by means of continuation and trade schools. It cooperates with public schools through boys' and girls' clubs and institutes, with normal schools through institutes and correspondence.

Kansas.—The University of Kansas makes its connection with public schools through debating societies, lantern slides, and lectures.

Kansas State Agricultural College has been influential in the development of the continuation, vocational, and industrial education of the State.

Massachusetts.—Clark University offers lectures to teachers and on child welfare and other subjects. Tests of children are made in the schools. The library of the institution is used by teachers. Institutes and conferences on school matters are held. Various members of the faculty are active on the board of trade in the organization of technical schools.

Harvard cooperates with public schools through consultation.

Michigan.—Michigan School of Mines sends lecturers to public schools.

The University of Michigan lends lantern slides and offers educational lectures.

Olivet College sends lecturers to schools.

Montana.—The University of Montana furnishes lecturers and information to schools, manages debates, and awards prizes.

New Mexico.—The New Mexico College of Agriculture and Mechanic Arts has a membership of 800 in its industrial clubs in the schools. Instructors are sent to speak at normal schools.

New York.—At Columbia University the extension department offers in the buildings of the public schools courses of a collegiate character which count for degrees and may be taken by all qualified students.

North Carolina.—The University of North Carolina sends out lecturers and lends books from its library to the schools.

North Dakota.—The University of North Dakota cooperates by means of lectures and library loans, and adds debate contests to the other work with the public schools.

Ohio.—The University of Cincinnati works with the public schools in various ways—through a college for teachers, through the service of the medical college, the school garden, the work done by the depart-

ment of psychology for defective and retarded children, and in the lines of vocational guidance. It also cooperates with teachers' associations, not only of the city, but also of the country.

Franklin College is this year organizing courses primarily for teachers. Two plans are offered; by the first, a "five-year plan," a teacher during the first and third years may teach for eight months, study in the winter terms at an extension center and in the spring terms at college. According to the "six-year plan" the teacher gives up the first, second, fourth, and fifth years to teaching an eight months' term, studying at the same time at the extension center in the winter terms and at the college in the spring terms.

Oklahoma.—The University of Oklahoma cooperates with public schools by means of lectures, debating, extension-aid bulletins, and classes.

Oregon.—The University of Oregon connects with public schools through lectures, and with normal schools by institute work and assistance to teachers, and with other colleges by means of accredited correspondence courses of instruction.

Pennsylvania.—The University of Pittsburgh cooperates with business houses through an employment bureau. Through its bureau of recommendation it extends its influence to public schools.

At the Pennsylvania State College connection is made with Public schools through divisions of the State department of public instruction. Addresses are made at schools, teachers' institutes, directors' meetings, etc. The State department of public instruction looks to the schools of agriculture, engineering, and home economics of the college for assistance in determining the work. Occasional lectures are given and a few days' teaching at some of the normal schools. The relation of the extension work to the continuation, vocational, and industrial education of the State is almost entirely of an advisory nature.

Texas.—The University of Texas works with the public schools through lectures and with normal schools by affiliation and visitation.

Wisconsin.—The University of Wisconsin maintains a lantern-slide exchange, a moving picture film exchange, and a debating bulletin and package library service, adapted to the use of public schools; supplies itinerant teachers in manual arts and domestic science, whereby small schools are enabled to command advantages usually limited to the larger ones; offers lectures and courses of lectures and commencement addresses; also correspondence courses prepared especially for teachers working for higher-grade certificates.

The continuation, vocational, and industrial education of the State forms an important part of the university extension service. Under the State laws recently enacted other provision is made for the more elementary part of this work, but the extension division cooperates

in supplying teachers in industrial subjects and vocational texts especially adapted to this form of instruction.

Wyoming.—The University of Wyoming sends lecturers to the schools.

V. EXTENSION WORK THROUGH LECTURES.

More or less lecture work is offered in a majority of the institutions which do extension teaching. Several distinct forms appear, sometimes all in the same institution, sometimes one form constituting the entire extension activity at a place.

Probably the smallest, though an extremely important, member of the lecture group, is the lecture class. This method unites in classes persons who desire to pursue a given course of study for the purpose of adding to their knowledge in some specific line. The lectures are often the equivalent of a similar course given at college or university and may or may not carry the opportunity to accumulate credit for a degree. This type of lecture work is discussed under the head of "local classes."

Another type of lecture activity is that by which speakers especially qualified for the work are supplied for commencement or other special occasions from members of the instructional force. The advantage to the school or community is gained from the improved quality of service and the moderate cost.

A third and very large lecture activity is that which offers addresses and entertainments, single or in courses, to large audiences comprising many classes of persons having a wide range of acquirements and tastes. It is conceded that this work may be made a valuable means of community betterment, either in the spread of information or for inspiration or to provide desirable recreation. It is further recognized that the courses offered must be acceptable in order to be useful. Few communities include large numbers of persons who are so earnest or so united in their interests as to be willing to listen to a series of purely informational lectures for information's sake alone. This accounts for a noticeably growing tendency to include musical and other entertainment numbers with lectures in what is termed "lyceum courses." The lectures themselves, as offered by extension departments, are diversified in range, often illustrated, and, without loss of quality, are made as popular as possible. As an example, the practice of Columbia University may be noted: An institute of arts and sciences has recently been organized by this institution to protect the lyceum method of instruction in the department of extension teaching. Numerous lectures, musical recitals, and readings for the benefit of the general public are carried on under the supervision of the university.

Thirty-one answers were received to the questions as to whether or not the lyceum type of lectures is desirable. The following

institutions favor the plan either unqualifiedly or as desirable in their particular instance: College of the City of New York, Indiana University, Iowa State College, Miami University, Michigan School of Mines, New Mexico College of Agriculture and Mechanical Arts, New York University, Ohio University, the Pennsylvania State College, and the universities of Arizona, California, Kansas, Minnesota, Montana, North Dakota, Oklahoma, Texas, Utah, and Wisconsin.

The following universities are in doubt in regard to the advisability of the lyceum type of lectures: Universities of Oregon, Pittsburgh, Washington, and Wyoming. The following institutions are opposed to it: Lehigh University, Reed College, Rutgers College, and the universities of Michigan, Nebraska, and North Carolina.

It is the unanimous opinion that lecture work as a phase of extension activity is increasing in demand throughout the country. At the University of Michigan about 1,000 requests were made last year for the 300 lectures provided. Similar experiences are common.

The University of Chicago does not now organize lecture courses according to the old plan of university extension, but one form of activity survives from that department, namely, what is now known as the university lecture association, which organizes under the direction of the University of Chicago courses of lectures at four central points in Chicago and in three of its immediate suburbs.

At Iowa State Teachers' College there is an extension lecture bureau connected with the teachers' institutes, teachers' meetings, farmers' institutes, and neighborhood meetings, to which a representative is sent when desired to deliver one or more addresses on any special occasion.

All the extension work at the University of Michigan is done through lecture work. This year's extension bulletin of the university contains a list of 309 lectures offered by 106 members of the faculty. A report of each lecture is received and placed on file; in most cases, a double report, one by the member of the faculty delivering the lecture and the other by the chairman of the local committee under whose auspices the lecture is given. The total number of auditors reached throughout the State was 71,500. The lectures were divided into three groups: Educational-inspirational lectures given mainly under the auspices of the high schools of the State to stimulate public sentiment in favor of matters pertaining to schools and to raise educational standards; cultural lectures given under the auspices of special organizations, such as women's clubs, art associations, and musical societies; educational-informational lectures of a semitechnical nature as relating to questions of taxation, municipal affairs, forestry, public health, etc.

During the years 1912-13 it is estimated that about 200,000 persons in Wisconsin were in attendance at lectures and concerts given under direction of the extension division of the State university. This

attendance was distributed as follows: About 63,000 attended the 126 commencement lectures that were given. Perhaps 10,000 attended the 85 single university lectures, and about 125,000 the 156 courses given during the year.

The 209 courses now offered are made up of two-fifths concerts, two-fifths lectures, and one-fifth other forms of entertainment. About one-fourth of the contributors to the courses are drawn from the university faculty. Great care is exercised to secure only such lectures and entertainments as will give a service of merit both educationally and artistically. By this arrangement small communities now secure courses formerly not within their reach.

The district organization of the State of Wisconsin admits of the placing of lectures and courses by field agents who are acquainted with the needs and requirements of the people to be served. In other States there is a great diversity of practice with respect to this point, the usage varying with the kind and degree of organization of the extension work.

There is also great variation in the distribution of the expenses of this work. At the following institutions lectures and courses are free: Universities of Arizona, California (approximately), Michigan, Washington University, Missouri (approximately), Rutgers College, New Jersey, Cincinnati, Ohio, University of Oregon, Reed College, Oregon, and Emory and Henry College, Virginia.

At the following institutions the work is free, except for the traveling expenses: Michigan School of Mines, University of Oklahoma, Pennsylvania State College (occasionally a fee is charged), and University of Wyoming.

The following institutions bear the overhead charges, but the community pays fees and traveling expenses: Universities of Colorado, Kansas, Minnesota, North Carolina, and Washington. The University of Montana charges the community the cost of entertainment also. Fifteen per cent of the cost is paid by the University of North Dakota.

No definite regulation is observed by the universities of Nebraska and Pittsburgh.

The University of Wisconsin offers lectures under several conditions: Free lectures for community problems or welfare; educational-inspirational lectures by the faculty of the university, free except lecturer's fee. For educational and entertainment numbers and courses by persons or troupes not belonging to the university staff, the community pays all but overhead expenses.

The policy of the following institutions is to make the work self-supporting: Butler College, Ind.; University of Indiana; Olivet College, Mich.; Rutgers College, N. J.; New York University (all work for credit); College of the City of New York; Miami College, Ohio; Ohio University; University of Texas; University of Utah.

Summary of extension work through lectures.

Institutions.	Number of lectures.	Fees to lecturers.	Charge to communities.	Total expense.	Income.	Total attendance.
Arizona, University of....	5 courses not for credit; 118 single lecture engagements.	\$20 to \$35.....	None.....	About \$1,500.....	None.....	About 20,000.
California, University of ..		\$10 for each lecture of series; \$25 for single lectures.	\$25 for single lectures; \$125 for course of 6 lectures; \$250 for course of 12 lectures (always plus local expenses of lecturer).			
Colorado, University of ..		\$15, plus expenses, for single lectures; \$75, plus expenses, for course of 6 lectures.	\$15 and expenses for single lecture; \$75 and expenses for course of 6 lectures.			
Indiana: University of Indiana ..	1 course for university credit; 2 courses not for credit; no estimate of single lectures.	Up to \$25 and expenses.....	From nothing to \$25 and expenses.			
Butler College.....	8 courses for university credit.	Various.....				
Kansas, University of.....		Up to \$25 (generally \$10 and expenses).	\$10 and expenses.....	\$1,975 (\$1,777.50 for lectures; \$197.50 for administration).	\$1,975.....	200 (165 for credit; 5 for ½ credit).
Michigan: University of Michigan..	325.....	\$20 and expenses.....	None.....	\$10,000.....	None.....	71,500. 2,500.
Michigan School of Mines.		\$25 to \$200.....	\$10 to \$30.....			
Olivet College.....	20 courses for credit; 93 single lecture engagements.	\$10 to \$25, plus expenses.....	Cost.....	\$911.55.....	\$477.....	
Minnesota, University of ..						
Missouri—Washington University	1 course not for credit; 10 single lectures.	In 1912, none; in 1913, \$10.....	\$1 individual charge for art course; others free. In 1912, community furnished hall and entertainment; in 1913, \$10 a lecture, hall and entertainment. Depends on conditions.....	\$204.....	\$78 from art course.	1016
Montana, University of ..						
Nebraska, University of ..	37 courses given for university credit.	\$10 to \$35 and expenses.....		\$6,000.....	\$6,000.....	589.
New Jersey—Rutgers College.		Various.....				
New York: College of city of New York.	22 courses not for credit; no estimate of single lectures.	\$5 to \$1,000.....	Various: "Community declines."	None.....	No record.....	
University of New York.	24 lecture courses given for university credit.	\$200 to \$400 for 80 hours.....		\$300.....		
North Carolina, University of		\$12.50 and expenses.....	\$12.50 and expenses.....			
North Dakota, University of	2 courses not for credit; 133 single lectures.	\$5 and expenses.....	\$12.50.....	\$1,800.....	About \$1,800	17,820.

Ohio: University of Cincinnati.	180 lectures in external courses.	\$10 to \$50.	Persons not regular students are admitted to courses by payment of fee of \$5 for a course.			
Miami University.....	3 courses not for credit; about 40 single lectures.	Usually \$10 and expenses.	Usually \$10 and expenses.			
University of Ohio.....		The registration fee.	Expenses.			
Oklahoma, University of..	About 40.	None.	Expenses.			
Oregon, University of....		None.	None, except possibly entertainment of lecturer.		\$1538 (railroads granted free transportation).	
Reed College.....	10 courses for university credit; 4 courses not for credit; about 90 single lecture engagements.				\$6,000 (approximately).	About 25,000.
Pennsylvania: Lehigh University.....	About 50 lectures.	Up to \$50 and traveling expenses.				
Pennsylvania State College.		Various.	From traveling expenses of the lecturers to fees.			
University of Pittsburgh	About 200 single lectures.	Up to \$50.	Various.			
Texas, University of.....	53 lecture courses for credit; single lectures not estimated.	\$25.	\$25 and traveling expenses.			300.
Utah, University of.....		None.	None.			
Washington, University of	2 lecture courses for credit; 1 lecture course not for credit; about 40 single lectures.	Usually \$10.	Lecturer's fee and traveling expenses.			
Wisconsin, University of..	1 course for credit; 158 courses not for credit; 916 single lectures.	Usually \$20 and expenses; prices range from nothing to \$125.	Average \$20 for lecturers.		\$21,410.	\$8,656.
Wyoming, University of..	3 courses not for credit; about 50 single lectures.	Up to \$25 and expenses.	Often just expenses.		About \$600.	About \$300.
						About 5,000.

VI. LOCAL CLASSES.

In almost every instance class instruction is separate from correspondence-study instruction. At the University of Oregon, the work is not wholly separate; at Olivet College (Mich.), the Pennsylvania State College and the Universities of Washington and Wisconsin, it is carried on both separately and in combination. In many cases local classes are conducted as regular college classes and are taught by the members of the resident faculty. Often these classes are held on Saturday, or late in the afternoon, to accommodate students who are employed in such a way as to prevent attendance at the regular college classes. Instruction is by volunteer faculty service, by men engaged especially for this work, and by local men who are experts in some particular line.

Illinois.—The class instruction department of the University of Chicago has developed into what is now known as the University College. Under the direction of this department, classes are organized down town mainly for teachers of the public schools who wish to pursue university subjects and to receive university credit, but who can not come to the daily classes at the university. A recitation hour at the university college continues through two 60-minute periods, and 24 such double periods obviously involve 48 hours of class work, constituting the equivalent of a "major" course in the university. Over one thousand registrations have been recorded in the university college this fall.

New York.—Extramural credit and noncredit courses are given by Columbia at various centers, notably, Brooklyn, Buffalo, Newark, Trenton, and Elmhurst, Long Island. Courses will be established this coming year in Jersey City and Paterson. In Newark and in Brooklyn the department rents separate buildings for these classes. In the other cities, public-school buildings are at the service of the extension department. The following classes are held:

(1) Evening classes in architecture, which cover more than two years of the four years required in the school of architecture.

(2) A carefully coordinated series of courses for the student of commerce, accounts, and finance. These are given in the evening.

(3) A series of courses intended to equip students for the position of executive secretary.

(4) A two years' course in practical optics in cooperation with the department of physics.

(5) Courses in agriculture.

(6) A large number of subjects offered in the late afternoons, in the evenings, and on Saturdays at the university. These courses cover at least two years of Columbia College and one year of the schools of mines, engineering, and chemistry.

(7) Extramural credit and noncredit courses at various centers.

(8) A large and efficient chorus, devoted to the study of choral music of the highest character, is maintained by the organization of local choruses in Yonkers, Brooklyn, and at Morningside Heights. Impressive concerts are given in the winter and in the spring.

(9) An institute of arts and sciences has recently been organized to promote the lyceum method of instruction in this department. Numerous lectures, musical recitals, and readings for the benefit of the general public will be carried on under the supervision of the university.

At New York University the courses offered are the full equivalent of those given in residence and are credited by the university toward the appropriate degrees. The courses in the main are divided into three groups: (1) Collegiate courses, (2) commercial courses, (3) and pedagogical courses. Classes are conducted in New York and in neighboring cities, and the instructors are paid from the fees of the students in the several centers.

Ohio.—Perhaps the line of work done at the University of Cincinnati which most nearly resembles extension work is what is called "external classes." These classes are held by regular professors of the university in the late afternoons in the various branches of the library and in schoolhouses in Cincinnati and vicinity. The work is of regular college grade; frequently the lectures given in the college are repeated at the branches. Credit may be obtained for the work done if the regular examinations are passed, but a special class of students is admitted, called "auditors," who pay \$5 a year and are not required to attend nor to take the examinations. The university also conducts evening classes in academic work. Regular courses are given like those given in the mornings at the university—mostly freshmen and sophomore work in subjects which are desired by older people. Students are admitted to these courses on exactly the same conditions as to the regular college courses, though many special students are received in the classes. Special students are encouraged to take their work in the evening as much as possible. The students in the evening classes are generally mature people who work in the city. There were some 560 last year. The college of commerce also holds its classes in the evening. It was taken over by the university after it had been conducted for a number of years under the direction of the professor of economics of the university. With the development of these evening classes and the school of commerce, it is expected that the work of the university will be gradually extended until there will be university classes from 8.30 in the morning until 9.30 at night.

Wisconsin.—Local class work in Wisconsin is carried on through the various local centers. A steady increase is shown year by year in the demand for a method of class instruction somewhat after the

plan of the original university extension. These courses are offered for credit or noncredit. The instructor, usually a specialist in some technical subject, meets his classes frequently, text study or a corresponding feature being combined with lectures or consultation. No prerequisite or examination is exacted other than preparation and ability to do the work, except for university credit or a certificate. During the past year 85 classes have been conducted in 29 cities, with an enrollment of 1,493.

Instructors also met 509 pupils in continuation schools throughout the State. These classes were regular continuation classes of local day or night schools and used correspondence-study texts. There were 13 such classes.

LOCAL CLASSES IN ENGINEERING.

One of the most noticeable developments in the establishment of local classes throughout the country has been that in connection with engineering work. Classes have been formed in shops and factories, and short courses offered at a number of colleges and universities.

Iowa.—Iowa State College began work this fall, and has already achieved excellent results. A painter's short course, probably the first to be organized in the country, has an enrollment of 60 men. A short course at Ames and a two years' course also held at the college have started with satisfactory enrollment. Classes are being held at Cedar Rapids, and others are being organized at Marshalltown, Mason City, Charles City, and Waterloo. Three men give their entire time to the extension work in engineering.

Pennsylvania.—The Pennsylvania State College has entered upon a systematic campaign of extending industrial education in cooperation with the Central Y. M. C. A. of Philadelphia. The college provides the lessons and the Y. M. C. A. secures an instructor who meets the group under his guidance weekly. These classes are held not only in Philadelphia, but in other cities throughout the State.

Kansas.—The engineering work at the University of Kansas, handled directly by the school of engineering, has received a great impetus through the action of the Atchison, Topeka & Santa Fe Railway in requiring members of their engineering staff to secure degrees in engineering as a condition of promotion. The officials of the road have agreed to hold the men who enroll with the University of Kansas for extension work.

Wisconsin.—At the University of Wisconsin. There is a corps of 18 instructors and professors devoting their entire time to engineering extension work. Of these, 11 are located at the university, conducting correspondence courses and preparing original texts, while the other 7 are located in the various industrial centers of the

State. Each of these men has a certain district which he covers at regular intervals, giving personal assistance or conducting classes in the engineering subjects. In the past five years about 6,500 students have received instruction in technical courses. Wherever possible, the students are organized into classes to secure the stimulus of class rivalry. Many of the classes have been in the shops, where employers have fitted up classrooms and have given the men time from their regular work for the class meetings. In other cases the classes have met at any convenient center, such as the public school or library building. In six cities the extension division has its own headquarters with offices and classrooms where many of the classes meet.

Engineering classes which are doing notable work are held also by the Universities of Colorado, Minnesota, and Oregon, and by Montana State College.

Summary of local classes.

Institutions.	Enrollment.	Description.
1. University of Arkansas.....	809	Residence short courses in engineering are offered.
2. University of California.....		Since July, 1913, 23 classes formed; chiefly education and business courses, taught by volunteer faculty service.
3. University of Colorado.....	200	Instruction given by university faculty or accredited local instructor; classes conducted in engineering and lectures given for stationary engineers in Denver.
4. Butler College (Ind.).....		Regular class lectures and recitations.
5. Earlham College (Ind.).....	22	Chiefly lecture work among teachers; 2 courses are offered; the course is 20 weeks, 1½ hours each week.
6. Des Moines College (Iowa).....	107	Afternoon and Saturday resident divisions.
7. Iowa State College.....		Painters' short course; engineering short course at Ames; 2-year vocational course at Ames. All organized this year.
8. Iowa State Teachers College.....		Educational centers are maintained within a reasonable range of Cedar Falls, where the teachers of the vicinity are assembled Saturdays to receive instruction in at least 3 hours of work from some member of the faculty, who is sent to meet and manage the center.
9. University of Kansas.....		Grouped vocational studies are offered to shop men, millers, and carpenters; work handled by regular staff.
10. University of Kentucky.....		School for apprentices in engineering subjects; conducted under auspices of university in shops of Queen & Crescent Railway. Day classes with attendance required.
11. Harvard University.....	906	Regular college class work; instructors from Harvard and neighboring institutions.
12. University of Minnesota.....	737	Taught by university faculty, members of extension staff, and teachers engaged from outside; conducted principally in Minneapolis, St. Paul, and Duluth.
13. University of Missouri.....	400	Extension lecture centers in various parts of State. Courses are offered in education, engineering, Greek, English, German, mathematics, music, theory and practice of art, and sociology.
14. Montana State College.....		Evening classes and lectures held at several railway shops. Work formerly done at the University of Montana, now moved to State College.
15. University of Nebraska.....		Taught by university faculty or local instructors; superintended by the department students in engineering subjects; drawing and electricity at Omaha Y. M. C. A.
16. Rutgers College (N. J.).....		Saturday and evening courses are held at the college and at various centers; these are financed from fees, and the instruction comes from the college faculty.
17. Adelphi College (N. Y.).....	650	Regular classes with all requirements of college work; no class meets less than 30 sessions of 1 hour each; all work taken for credit.

Summary of local classes—Continued.

Institutions.	Enrollment.	Description.
18. College of the City of New York.....	2,250	Lecture and discussion classes given by resident instructors.
19. Columbia University (N. Y.).....	¹ 2,016 ² 296	Lectures and recitations conducted as regular academic exercises.
20. New York University.....	1,067	All courses equivalent to those given in other divisions; college faculty, as assigned, conduct the classes; instructors are paid from fees of students in the several centers.
21. North Carolina Agricultural College.....		Textile department has been conducting night school for mill operatives, at which there has been a very satisfactory attendance.
22. University of Cincinnati (Ohio).....	555	Liberal arts faculty of university are instructors of evening academic courses; university methods and standards are maintained.
23. Franklin College (Ohio).....		Class work started 1913-14.
24. Ohio University.....	81	Faculty members sent out to conduct classes at various centers; same grade of work as in university classes.
25. University of Oklahoma.....		University pays local teachers and also gives additional remuneration to university teachers.
26. University of Oregon.....		University instructors in charge of lectures and regular classes; university building used for classes; several classes in engineering subjects organized in Portland.
27. Lehigh University (Pa.).....	60	Members of faculty offer services; receipts go to department concerned; instruction corresponds to that given in regular college classes.
28. The Pennsylvania State College.....		A few such classes have been started, chiefly in manufacturing plants; a local leader is chosen and some one from the college meets the class occasionally, or teachers are detailed from the faculty by semesters.
29. University of Pittsburgh (Pa.).....		Chiefly classes in manufacturing plants; local leaders chosen; some one from college meets with class occasionally, or teachers are detailed from faculty by semesters.
30. Brown University (R. I.).....	350	Only lecture courses similar to those given to regular students are offered.
31. University of Tennessee.....		Offers short course in highway engineering.
32. University of Utah.....	300	Same instruction as that offered in the university; taught by university instructors.
33. University of Washington.....	248	Lecture and laboratory courses given on Saturday, primarily for teachers; others also enroll.
34. University of Wisconsin.....	2,002	Provides instruction through (a) regular resident and traveling instructors, (b) specially appointed local instructors, (c) resident instructors sent out; 1,493 of the students enrolled are regularly registered as correspondence-study students; 509 are taught in State vocational schools by university teachers using extension texts.
35. University of Wyoming.....		Offers to conduct local classes, providing instruction by local instructors or by sending out resident instructors at scheduled times.

¹ Intramural.² Extramural.

VII. DEPARTMENTS OF DEBATING AND PUBLIC DISCUSSION.

PACKAGE LIBRARIES.

Departments of debating and public discussion have been organized in 21 institutions. More than half of these prepare and distribute package libraries. The work in many cases is concerned with establishing and conducting debating leagues among the high schools of the State.

University of California.—From the beginning of its work, in July, 1913, until December 31, 1913, the bureau of public discussion of the University of California served 132 communities and 205 individuals;

214 bibliographies and 97 briefs were sent out; the number of miscellaneous services amounted to 53. Women's clubs, high schools, parent-teacher associations, and clubs were served, and four classes organized for study. A discussion center was organized, and four lecture courses were placed.

College of Hawaii.—At the College of Hawaii traveling libraries were organized in November, 1911, with the cooperation of the department of public instruction. The library circuits cover the large rural communities, and the material in the libraries is largely agricultural. A library remains in a region a month or longer, the school principal lending books to teachers, pupils, and others. Each library consists of about 25 books. The department of public instruction pays transportation charges. It is estimated that 400 traveling libraries, about 50 packages to individuals, and about 250 letters of information were sent out during 1912-13; 14 localities utilized the packages.

Indiana University.—At the Indiana University assistance was given to six high schools. Bibliographies and study-club outlines are prepared by the department.

University of Kansas.—The department of the University of Kansas is known as the Kansas high school debating league. The league is practically self-supporting. The following bulletins have been issued in the debating series: (1) Training for debating, May, 1910; announcements of the Kansas high school debating league for 1910-11; (2) for 1911-12; (3) for 1912-13; and a bulletin on The Recall, and announcements of the Kansas high school debating league for 1913-14. The department prepares bibliographies and study outlines, and publications are granted free to persons outside the State, as well as to citizens of the State.

The University of Kansas has sent out since the organization of this department 4,737 package libraries and 2,369 packages. From January 1 to June 1, 1913, it sent out 2,368 packages. These packages contained clippings, magazine articles, and Government pamphlets. The material was sent into all but four counties of the State. The borrower is supposed to pay the postage both ways.

Ottawa University (Kansas).—The extension work done at Ottawa University is centered in the department of debating and discussion. One person is employed and about 50 high schools are served. The department expends \$50 for books and periodicals. Publications are granted free of charge to citizens of the State and to persons outside. In connection with its department of debating and public discussion, the University of Ottawa prepared package libraries consisting of books and pamphlets bearing on a given question for debate; 50 packages were sent out during the last year, on 20 different subjects. Transportation is paid one way and packages are lent outside of the State.

University of Minnesota.—The department of the University of Minnesota is "not separate." Two persons are employed part time, and the cost of the department is \$550. Annual bulletins are issued. The titles of those published up to date are: Annual Bulletin of High School Debating Leagues, and Debate and Public Discussion.

Mississippi, Ohio, and New Jersey.—Mississippi Agricultural and Mechanical College, Ohio University, and Rutgers College each employ two persons in their respective departments. At Mississippi Agricultural and Mechanical College the department prepares bibliographies and study outlines. Publications are supplied free of charge both to the citizens of the State and to persons outside. The annual cost of the department at Ohio University is \$2,600.

University of North Carolina.—The work at the University of North Carolina is proving to be the most helpful phase of extension work of the university. One person is employed in the department, the expense of which is \$750, apportioned as follows: \$250 for books and periodicals and \$500 for office force. Two bulletins are issued yearly. Bibliographies and study outlines are prepared and publications are sent to the citizens of the State, who must pay transportation. The University of North Carolina sent out 263 packages on 150 subjects, and 300 letters of information. The packages contained books, periodicals, and pamphlets, and the borrowers paid the postage both ways.

North Dakota Agricultural College.—At North Dakota Agricultural College the department of debating and public discussion employs one assistant and several student assistants; 450 package libraries were sent to people in the State, containing 10,000 articles; 170 communities were served by the department.

University of Oklahoma.—The University of Oklahoma has a department of debating and public discussion which employs four persons. The annual cost of the department is \$3,500, of which \$100 is apportioned for books and periodicals. The department issues 10 bulletins a year. The titles of those published to date are: The Income Tax, and The Initiative and Referendum. Bibliographies and study outlines are prepared. Publications are furnished free to the citizens of the State.

University of Oregon.—One instructor is employed in the University of Oregon, which issues annual bulletins. The title of the bulletin is Oregon High School Debating League. Bibliographies and study-club outlines are prepared, and publications are supplied free. Nearly all the package library work of the University of Oregon is done through the Oregon library commission at Salem. The university occasionally furnishes correspondence students with reference books, and sends out reference books to accompany study outlines.

University of Texas.—The estimated annual cost of the department of debating and public discussion at the University of Texas is \$5,350. The department issues bulletins, prepares bibliographies and study outlines, and supplies publications free of charge within the State. The Debating and Declamation League of Texas Schools has been organized, and it is the hope of the division to assist in developing the school as a social center through which the community may become better informed.

University of Utah.—The University of Utah has a department of debating and public discussion which issues yearly bulletins and prepares bibliographies and package libraries, 22 packages being sent out last year to organizations and 3 to individuals. Packages are lent outside of the State.

University of Washington.—The department at the University of Washington employs two persons and expends \$2,700, of which \$1,920 goes for the office force and \$150 for books and periodicals. The following bulletins have been published: State Roads, Recall of Judges, Single Tax, and Manual of Debaters. The department prepares bibliographies and study outlines and supplies citizens of the State with its publications free of charge. The University of Washington extension division sends out package libraries in connection with the University library. About 150 packages were sent out on 12 subjects, and 100 high schools were aided with about 1,700 articles.

University of Wisconsin.—At the University of Wisconsin eight persons are employed in the department of debating and public discussion. Bulletins are issued, bibliographies and study outlines are prepared, and publications are supplied gratis in the State. To persons outside the State publications are sent at about cost. The department has about 310 volumes in its library and has a clearing house for periodical literature. Besides the large number of magazines and other periodicals which it regularly receives, it has free access to the legislative reference department, the State historical library, the university library, and the city library. The Wisconsin free library commission and those in charge of the different libraries cooperate generously in this work. A list of the bulletins published by the department will be found under the title "Publications."

During the year 1912-13, 2,829 package libraries were lent, upon 1,030 different subjects. These went to 347 different localities. The package libraries are made up of books, pamphlets, newspaper and magazine clippings. Each library averages about 40 articles; 10,390 package libraries have been sent out by the department since it was organized in 1907.

Societies and institutions to which package libraries were loaned by the University of Wisconsin.

(July 1, 1912, to June 30, 1913.)

	Num- ber.	Pack- ages.		Num- ber.	Pack- ages.
I. Societies.			II. Educational institutions.		
1. Am. Soc. of Equity.....	1	1	1. Academies, colleges ¹	21	184
2. Authors' clubs.....	1	3	2. County agric. and normal.....	116	56
3. Beavers.....	9	9	3. High schools.....	244	1,457
4. Boys' clubs.....	2	2	4. Normal schools.....	7	56
5. Boy Scouts.....	2	0	5. Elementary schools.....	7	15
6. Camp Fire Girls.....	1	1	6. Rural schools.....	8	18
7. C. O. Odd Fellows.....	3	3	7. State graded schools.....	31	66
8. Churches.....	16	24	8. University of Wisconsin.....		29
9. Coop. organizations.....	1	2	9. Miscellaneous:		
10. Daughters American Revolution.....	4	4	a. Catholic School.....	1	1
11. Epworth Leagues.....	3	4	b. Deaf School.....	1	2
12. Grand Army Republic.....	1	1	c. Hillside Home.....	1	4
13. Girls' clubs.....	3	5	d. Wis. Library School.....	1	2
14. Knights of Columbus.....	3	3	e. Military Trade School.....	1	1
15. Knights Templars.....	1	1	f. Stout Institute.....	1	14
16. Men's clubs.....	37	65	Total.....	340	1,903
17. Missionary societies.....	4	4	III. Miscellaneous.		
18. M. W. I. C.....	1	1	1. Articles for publication.....	8	26
19. Mothers' clubs.....	2	2	2. Business.....	4	6
20. Parents' association.....	1	1	3. Correspondence study.....	18	43
21. Prohibition club.....	1	1	4. Officials.....	17	24
22. Rural schools.....	39	71	5. Personal information.....	25	40
23. Sunday clubs.....	1	4	6. Public addresses.....	21	36
24. Social centers.....	25	51	Total.....	93	182
25. Suffrage associations.....	4	6	Summary.		
26. Teachers' organizations.....	23	27	I. Societies.....	305	736
27. Temperance organizations.....	1	1	II. Educational institutions.....	340	1,903
28. Women's clubs.....	103	405	III. Miscellaneous.....	93	182
29. W. C. T. Unions.....	4	5	Total.....		2,821
30. Working girls' clubs.....	1	5	No returns.....	6	8
31. Y. M. C. Association.....	1	1	IV. Libraries.....		
32. Y. M. Sodality League.....	1	4		93	177
33. Y. P. Association.....	1	2			
34. Y. P. Baptist Union.....	1	1			
35. Y. P. Christian Union.....	1	1			
36. Y. P. S. C.....	1	1			
37. Y. P. Union.....	1	3			
Total.....	305	736			

¹ Ten packages borrowed in Wisconsin, but used in other States.

Summary.

I. Number of package libraries lent.....	2,829
II. Subjects upon which libraries were lent.....	1,030
III. Localities where libraries were lent.....	347
IV. Inquiries answered by letters.....	1,112

Subjects on which the greatest number of package libraries were lent.

Subjects.	1912-13	1911-12
1. Woman suffrage.....	132	215
2. Wisconsin (educational, Governmental, historical, industrial, legislative).....	127	84
3. Income tax.....	124	104
4. Immigration.....	78	65
5. Tariff.....	61	33
6. Schools as social centers.....	49	36
7. Commission government.....	48	103
8. Election of Senators.....	45	35
9. Conservation.....	42	44
10. Civic improvement.....	39	33
11. Government ownership of railroads.....	38	26
12. Parcel post.....	37	57
13. Panama Canal.....	36	32
14. Tuberculosis.....	28	11
15. Home economics.....	25	22
16. Addams, Jane.....	25	18
17. Increase of Navy.....	24	14

Subjects on which the greatest number of package libraries were lent—Continued.

Subjects.	1912-13	1911-12
18. Trusts and corporations.....	23	43
19. Industrial education.....	21	19
20. Prison reform.....	21	15
21. Recall.....	20	31
22. Child labor.....	19	22
23. Philippine independence.....	18	6
24. Capital punishment.....	17	29
25. International peace.....	17	17
26. Minimum wage.....	17	.....
27. Playgrounds.....	17	16
28. Single six-year term for President.....	16	1
29. Municipal ownership.....	15	26
30. Aerial navigation.....	15	12
31. Negro problem.....	15	7
32. Recall of judges.....	15	42
33. Socialism.....	15	10
34. Women's club programs.....	14	1
35. Rural schools.....	13	22
36. Helen Keller.....	13	6
37. Single tax.....	13	9
38. Bird protection.....	13	5
39. Modern education.....	13	5
40. Boy Scouts.....	12	13
41. Domestic science in schools.....	12	10
42. Juvenile courts.....	12	13
43. English history.....	12	2
44. Panama Canal fortification.....	12	5
45. Thomas Edison.....	11	2
46. Panama Canal tolls.....	11	2
47. Open-air schools.....	10	9
48. Motion pictures.....	10	3
49. Luther Burbank.....	10	5
50. Sane Fourth.....	9	3
51. Initiative and referendum.....	34	65

VIII. GENERAL WELFARE WORK.

General welfare work is so varied in character and is carried on by different colleges and universities in such number and variety of ways that classification is difficult. Various phases of the work—as the work for municipalities, civic and social center development, health instruction, and child welfare—are grouped here and discussed as a whole in connection with each institution, regardless of whether or not they are under one general management. In actual work, it is important that each phase of welfare activity should have its own organization and head, and that the various suborganizations should be responsible to the head of the main department. In this way, the union of forces so necessary in welfare campaigns may be assured, and possibilities of a duplication of work may be lessened.

In general it may be said that the welfare work of university extension is based upon the theory that there is a large field of human interests, specifically social in their nature, which is not covered by any other public educational agency. Such interests are those of health, municipal affairs, a public forum under the control of the public and supported by public taxes, the music interests of a community, the promotion of the economic prosperity of the small town which can not hire a professional expert in development and otherwise "hath no helper." Many other topics might be mentioned, but these are typical and are the more easily organized and directed.

Arizona.—Lectures on civic adornment are given at the University of Arizona, and a public health campaign has been started.

California.—The University of California has issued a bulletin making preliminary announcement of the bureau of municipal reference, with a secretary in charge, which is to place at the disposal of the cities of the State every resource of the university which may be of aid in raising their standard of government. A municipal reference library is being collected. Experts on municipal matters will consult with city officials through the offices of this bureau.

Colorado.—At the University of Colorado there is a municipal reference bureau, not yet fully organized, but prepared to answer inquiries on problems of local government and to make investigations and reports upon specific subjects. The university publishes bulletins on municipal subjects, drafts, ordinances and regulations, co-operates with public officials, and offers instruction and assistance on public health problems. Lecturers on civic subjects are sent out, and a State municipal conference will be held. Although there is no bureau of social center development, this work is undertaken through bulletins, consultations by mail, and field service. No legal provision has been made for the use of the public school buildings for free discussion of public questions. A course is given in playground or recreation development, and crusades or campaigns in the interest of public health are promoted.

Indiana.—Indiana University responds to any inquiries concerning matters relating to food, hygiene, and sanitation, to discoveries affecting the prevention and cure of diseases, to economic, political, and social questions, to problems of general and special education, to conservation of resources, highways, municipal problems, civic improvement, and to music and art. The university has a municipal reference bureau which is conducted in connection with the State legislative and administrative reference bureau. Material is gathered on municipal and State questions; Government reports, charters, and other city government matter are collected. Inquiries from public officials and other citizens are answered, and the bureau is prepared to draft ordinances. Lecturers on civic subjects are sent out, and courses of instruction for city officials on municipal government are offered. In cooperation with the State library, provision is to be made for the establishment of a municipal reference library for the use of all the citizens of the State, but especially of municipal officials.

Iowa.—Iowa State College prepares exhibits on health and other subjects, conducts community institutes for the purpose of discussing animal health topics and regulation of city milk supply, conducts baby health contests, and organizes boys' and girls' clubs for study and recreation. Localities pay the traveling expenses of those

conducting the institutes. Through juvenile club and garden work, and home economics for women, the college assists in town and city betterment. Work is done along the line of social-center development. Bulletins are issued, consultation is offered by mail, and field service for investigation and conference is furnished. There is a special course offered in community organization, and a special instructor is sent to visit localities and help organize social-center work. Suggestions and programs for the general use of civic holidays and festival celebrations are furnished, and in some cases, speakers. Special campaigns are conducted on such subjects as tuberculosis, sanitary milk, animal diseases, and insect pests. It is permissible to use the public schoolhouses for free public discussion. The college has a municipal reference bureau in process of development, which is planning to fulfill the various activities of such an organization.

Kansas.—The work of the municipal reference bureau is considered the most helpful phase of extension work at the university of Kansas. The head of the municipal reference bureau is the secretary treasurer of the League of Kansas Municipalities which is composed of 85 of the cities and towns of Kansas. The bureau gathers information necessary to answer questions on municipal matters, make special investigations and reports, draft ordinances, and send out experts for advice and consultation. Lectures are offered on civic subjects, and a course on municipal government. Bulletins are issued and distributed. A bureau of social-center development has been established. The work is carried on through the departments of public speaking and political science. Legal provision has been made for the use of public schools for free public discussion.

Massachusetts.—Although Clark University, at Worcester, has no organized extension courses, it does extensive welfare work. Subnormal children not only from the Worcester schools, but also from a distance, are tested, and practical suggestions are made for their regimen and education. Hundreds of letters in regard to individual children are answered yearly. Nearly everything in the pedagogical museum, the content of which is valued at about \$12,000, is freely lent to local teachers. A score of very specific researches into local social conditions have been made. An information department on child-welfare institutions where knowledge may be gained of over 100 types of these institutions is maintained at considerable expense. The university also participates in exhibits and organizes conferences, open to the public, at which the best possible experts are brought together. Very successful campaigns against flies and mosquitoes, and others of similar order, have been conducted during successive summers. Campaigns for the conserva-

tion of toads and the improvement of vacant lots have met with much favor, enlisting the school children, from the lower grades up through the high school.

Michigan.—The University of Michigan through the municipal and sanitary work of the engineering and medical departments assists in civic betterment. The university offers instruction and prepares exhibits on health and other municipal subjects, offers consultation by mail, issues bulletins, furnishes field service for investigations and conferences, and conducts public-health campaigns.

Olivet College assists in public-welfare work by the promotion of interest in such questions as water, milk, pure food, sewage, public health, and child study.

Minnesota.—At the University of Minnesota the municipal reference bureau is in the process of organization. Charters, ordinances, and reports are collected, questions answered; there is cooperation with public officials, and experts and lecturers on civic questions are sent out. Connection is made and assistance given to municipalities through a league of municipalities. Although there is no bureau of social-center development, a person is employed as adviser to assist in this work; bulletins are issued, consultation offered through correspondence, and field service is furnished.

Mississippi.—Mississippi Agricultural and Mechanical College prepares exhibits at fairs on health and kindred subjects, conducts community institutes dealing with the regulation of water and milk supply, and with the disposal of sewage, and contributes to campaigns in the interest of public health.

Missouri.—The directors of the school of social economy and the head worker of the social-service department connected with Washington University Hospital perform the social-welfare work of that institution. Instruction and assistance are given in public-health problems, and exhibits are prepared.

New Jersey.—Rutgers College offers instruction, assistance, and campaigns in the interest of public health, and also plans and suggestions for playground equipment. Provision has been made by legislative enactment for the use of public-school buildings for public discussion.

North Dakota.—The University of North Dakota has two public-health exhibits. Public-health and social-welfare institutes are held at a cost of \$175 for a two-day institute. Assistance is given to cities and towns through bulletins, advice, field service, and through a course in playground or recreation leadership.

Ohio.—At Ohio University the work of the bureau of social-center development is in the hands of a faculty committee, and lectures are given by faculty members under the auspices of the Men and Reli-

gion Forward Movement. Field service is furnished for investigation and conferences. Legal enactment provides for the use of public-school buildings for free public discussion. Special campaigns are conducted in the interest of public health.

Public-welfare work done by the University of Cincinnati is very extensive. Every department and school of the university exists for the purpose of serving the people of the city and community, as well as for the intramural service to resident students. The department of social science is in close touch with the various charity organizations, settlements, etc., of the city, and has organized a council of charities, intended to be a sort of clearing house, and also conducts a "confidential exchange." An antituberculosis league devotes its energies not only to relief but also to prevention, under the supervision of the faculty of the medical college, which also serves in the hospitals and cooperates with the health board, the students doing much of its laboratory work; also employs clinical instructors, who carry on a number of public dispensaries, which treat some 20,000 cases a year. Various branch clinics are held in different parts of the city, where milk is dispensed, and physicians and nurses instruct mothers how to feed and care for their children. A fund has been raised for free ice and for pure milk at a minimum price. On the university grounds is a model home garden, and instructors are employed jointly by the board of education and the university to instruct teachers to supervise school gardens in connection with schools and children's gardens in vacant lots. About one hundred teachers are at work in this way. A school garden fair is held at the university.

The department of psychology conducts a laboratory for the investigation of defective and retarded children discovered in the public schools. A special school for defectives and another for retarded or over-age children have been established as results of this work. The professor of psychology has laid plans for a psychological, educational, physical, and economic study of the children applying at the superintendent's office for permission to leave school and go to work. The teachers' college cooperates with a kindergarten training school and its department of household economics. The department of physical education does cooperative work with similar departments in the public schools and gives assistance in the development of playgrounds and playground instruction, organizing school contests held upon the university athletic field. The department of political science has rooms in City Hall, beside the city council, for a municipal reference library, which receives an appropriation of \$5,000 and does the usual work of such a library. Two persons in charge give entire time to this work. Professors and instructors in the political science department and the advanced

or graduate students do a great deal of the work. While not connected with the university, the legislative reference bureau of the State of Ohio was organized under its auspices. A university professor was called to Columbus to organize this bureau and still has the direction of it.

At Miami University the social-welfare work is undertaken in connection with the department of sociology, and is promoted through playground associations, health exhibits, and a reading-room social center. The municipal reference bureau is in embryo. Information bearing on problems of local government is collected, inquiries are answered, and lecturers on civic subjects are sent out.

Oklahoma.—At the University of Oklahoma this phase of work is in the process of development. Instruction and assistance are offered in public-health questions and exhibits are prepared on health subjects. City and town promotion is aided through lectures and bulletins. Field service and consultation by mail are offered to citizens interested in social center development and at the university in community organization or social-center development. The use of school buildings for public discussion has not been legalized.

Oregon.—The University of Oregon has established a bureau of social-center development with an adviser or secretary to promote and assist in social-center work. Consultation is offered by mail, and field service is furnished for investigations and conferences. Legislative enactment has provided for the use of school buildings for free public discussion.

The committee on cooperation in civic affairs takes charge of the welfare work at Reed College. Courses in civic betterment and exhibits are offered. In May, 1913, a three-day conference on the conservation of human life was held. All meetings and exhibits are open to the public. Such subjects as parks and playgrounds, conditions of labor, rural and city life problems, school and personal hygiene, pure water, food, and drugs were treated. Extension course is arranged for the civic progress circles of Oregon, consisting of 12 lectures on Government and political problems by the professor of economics and sociology. The lectures are followed by conferences or discussion. Other courses comprise a lecture on hygiene and morals and primarily for new voters a course of six lectures on "The voter and the city of Portland." These lectures are illustrated and treat municipal topics.

Pennsylvania.—At Pennsylvania State College the welfare work consists in cooperation with city officials, offering assistance in the solution of market problems, food supply, lighting, sanitation, pure food, community improvements, etc. Experts and specialists lecture and advise.

At the University of Pittsburgh the welfare work is undertaken in connection with the school of economics. The university has a course in playground or recreation leadership; plans and suggestions are furnished for playground equipment. Through lectures and advice assistance is given citizens interested in social-center development. Exhibits are prepared on health and other subjects, and some work is done along the line of community institutes.

Rhode Island.—Rhode Island State College assists in town and city improvement through lectures and cooperation with the League of Improvement Societies in Rhode Island.

Tennessee.—At Fisk University extension work is carried on in connection with the national league on urban conditions among negroes, and the work is administered through the department of social science. The university has a social center in cooperation with another institution. Lines of instruction are developing. The \$1,300 used to run the social-center house this year was raised independently of the university budget.

Texas.—The University of Texas extension department is planning welfare work through its various divisions, namely, public welfare, home welfare, public lectures, and child welfare. The division of public welfare offers its services to the people of the State through lectures, field service, expert advice, exhibits, bulletins, and correspondence. Social-center development is promoted through the division of information and exhibits.

Washington.—The foundation for a bureau of social-center development has been laid at the University of Washington; consultation by mail is furnished and field service is offered for investigation and conferences. A bulletin on the social and civic center has been issued.

Under the department of community service a bureau of municipal and legislative reference is maintained with a competent man in charge. Its work is to assemble accurate data on all questions with which the legislators and administrative officials of the State have to deal and to supply this information, digested and systematized, when it is needed. During the legislative session, by request of the legislature, the chief of the bureau is at the capitol to assist in the preparation of measures. His office at the university is open to public officials, State and municipal, at all times.

Wisconsin.—For this work five bureaus have been organized in the welfare department of the University of Wisconsin: The municipal reference bureau, the civic and social center bureau, the health instruction bureau, the bureau of community music, and the bureau of visual instruction.

The municipal reference bureau serves as a bureau of information for the city officials of the State and for citizens interested in the

solution of municipal problems. It collects data and information on all subjects of municipal government—pavements, sewers, water-works, street lighting, dust prevention, garbage collections, sanitation, etc.—and makes this information available to those who can utilize it. It collects city ordinances and reports and is prepared to give advice and information; to draft and submit model ordinances on the various subjects of municipal regulation, such as the censorship of moving-picture films, building codes, and the handling and sale of milk. It answers inquiries and makes special investigations and reports for specific subjects, such as commission government, the city-manager plan, municipal fire insurance, and uniform accounting, and publishes these in reference bulletins.

In addition to serving as a bureau of information, it acts as a clearing house or reference department in bringing the specialist and experts of the State into cooperation with local officials in an effort to make local government more efficient. To this end it cooperates with the various commissions at the capitol, the public utility commission, the tax commission, and the board of health, and with the various departments of the university, the engineering department, law department, etc. In this way it is able to place at the disposal of the city official the advice and opinion of experts on practically every problem with which he is confronted. Where personal investigations or examinations upon the ground are necessary, the bureau, through the civil engineering department of the extension division, is able to send out a municipal and sanitary engineer to make the necessary survey. Thus, if a small city is planning to install a water system and calls upon the bureau for assistance, it can send out an hydraulic engineer, to give advice and work out the best possible solution of the problem.

The civic and social center bureau is devoted to developing and improving the life of the community by making the schoolhouses centers where the people can meet together to discuss their common problems and promote a community conscience upon public questions, as well as develop a feeling of social unity through acquaintance and fellowship.

The recognition, practically universal, that the public's schoolhouses and grounds may, should, and are to be fully used as community centers for adults and youth, as well as for children, is the reason for this bureau; to furnish to the State specific information, assistance, and expert advice upon how the full value of this existing public equipment may be conserved is its work. At the session of the legislature following the establishment of this bureau, the basic provision for State-wide social center development was embodied in the law which directs school boards to make provision, without charge and without interference, for the convenient use of school-

houses as community forums wherever the proper organization of the citizenship is formed for this use. In the first two years of this bureau's service, about 100 per cent increase was made in the use of schoolhouses throughout the State, as polling places, civic forums, lecture centers, branch public libraries, and recreation places. In September, 1913, a uniform plan of organization and a season's program of community meetings, issued by this bureau, was adopted in 139 communities in various parts of the State. In this program, which is supplemented by the furnishing of material for each meeting, is a series of festival celebrations, Halloween, Thanksgiving, Christmas, and other holiday suggestions; a series of meetings upon national topics of present interest; a series of meetings for the consideration of the constitutional amendments upon which the people of Wisconsin are to vote at the next election; and a series of meetings devoted to local community problems. Prominent in this last series is the consideration by the people in each community of their own social center opportunities and the economy of engaging a responsible civic secretary and otherwise providing for those uses of the community building which can not be had without increased public investment.

The health instruction bureau is devoted to the dissemination of information as to matters of public and personal health, in the belief that what is needed chiefly in a matter which touches people so intimately and vitally as health is information to displace ignorance.

Traveling exhibits have been gathered and are displayed at institutes, fairs, conventions, schools, libraries, etc. General and utilitarian information is offered through easily comprehended charts, models, photographs, cartoons, catch phrases, stereopticon, and cinematograph. Bulletins on infant mortality and care of the baby, preventable disease in general, rural hygiene, insanity and contributory diseases are in course of preparation. This program will be extended as rapidly as means permit. Nearly one-half of all Wisconsin newspapers have requested and are being furnished with a Weekly Press Bulletin service on questions of personal and public hygiene. Popular lectures are given as a part of general lecture courses or independently. Through the correspondence-study department, courses for mothers upon care of children, and for health officers upon principles and practices of sanitation, are offered. Correspondence is conducted upon general and personal problems. This bureau cooperates with civic, technical, and educational organizations, and public officials, etc., in investigations, conferences, educational campaigns, etc. Briefly, an attempt is made to give the general public, in practical form, that information upon which personal and public health depends.

The bureau of community music proceeds on the theory that every community has lying waste musical talent which only awaits development, and that nothing so promotes a sense of social fellowship, so appeals to the best in individuals, as music. A method of social expression, which from the earliest human groupings has played so great a part in social development, can not be neglected in any scheme for promoting the general welfare. That its power still remains is shown by music's hold on folk who have cultivated this cultural activity, such as the Welsh, the Germans, and the Scandinavians.

The bureau of community music endeavors, in the first place, to spread the use of music throughout the State. This work is primarily group or class stimulation; and organization in the second place is to reach the individual. This is done through correspondence courses in music, dealing with the history of music, appreciation, technical courses in harmony, public school music, and means of directing community music. Up to the present time it has been the chief endeavor of the bureau to make the people of the State acquainted with their new opportunity. To this end, addresses have been given throughout the State, articles on community music are published in magazines and newspapers, and a bulletin is issued. A pamphlet of 18 songs has been prepared, which will be put out by a half-dozen publishers of music, with a view to having the songs used throughout the United States. Community choruses have been organized in several cities in the State.

Although the extension division, for several years, has been lending lantern slides, moving-picture films, and other illustrative material to schools and other organizations, it is only recently that a bureau of visual instruction has been organized and a man put at its head.

The purposes of this bureau are: (a) To make a thorough and systematic study of all the various materials that may legitimately be employed in illustrative teaching, or in instruction through the medium of the eye; and (b) to devise and organize plans for placing such illustrative material within easy and constant reach of all the schools and other social organizations of the State.

The plans already formulated involve the following features:

1. The accumulation of a very carefully selected library of educational lantern slides to be lent to the schools of the State for use in connection with the regular class work of the schools. These slides will, to some extent, be purchased wherever available; but for the most part will be made in the department, which is being fitted up with all the appliances and materials necessary for the best results in this line.

2. It is recognized that the motion picture, which has thus far been a means primarily of entertainment and amusement, has vast educational possibilities, and should be brought into regular use in all departments of school work from the grades to the university. To

that end there is being secured a collection of educational films to lend to schools and social centers throughout the State wherever provision in the way of machines, etc., is made for the profitable use of such films.

The bureau will keep in close touch with such communities, and stands ready to render every assistance, both by correspondence and by personal visits, to the end of securing the most thorough and efficient organization of this new line of work in the schools which undertake it.

3. Recognizing that to entertain the people properly is one of the most important functions of modern education, it is proposed to provide for free use throughout the State sets of slides and films on somewhat popular subjects, and with manuscript readings and lectures, "travelogues," suitable for more or less formal evening meetings, where all the people of a community or center can meet for enjoyment, recreation, and profit.

4. In addition to the foregoing, this bureau will serve as a clearing house and a source of information concerning all other sorts of material properly coming within its scope, such as pictures, plates, cabinet collections, microscope slides, working material in the various sciences, etc., the aim being to serve the schools and the people as fully and efficiently as possible, together with that very distinct economy that must attend upon and result from a carefully conducted centralized organization.

Moreover, the welfare department is devoting its energies to the development of other welfare fields, which are not yet so definitely limited. For example, the struggle born of recent commercial and industrial expansion in a new country like America presses with peculiar stress upon the smaller communities. On the economic welfare of these communities depends ultimately much of the social, religious, and educational welfare. Therefore, the secretary of this department devotes as much of his time as possible to the problems of community development. Everywhere it is called for.

All of these bureaus have been combined in the presentation of truth upon one or two topics in what are called community institutes, social service institutes, and welfare exhibits. The former are three or four day meetings at high pressure to bring to a focus the community consciousness upon its most pressing problems. The endeavor is to fit the program for this institute to two or three of the most pressing problems of a community, and produce such a vivid impression that permanent results may be seen in the community itself taking up active measures for the solution of its problems under the inspiration and suggestion of experts furnished by the extension division.

The social service institute is adapted to work in the larger cities where specifically social service training is demanded, such as training for service in connection with the relief of poverty, social service in

hospitals, and the treatment of the problem of juvenile delinquency and its prevention.

The community exhibit is intended to emphasize but one topic, such as health. The programs center about an exhibit which is devoted to one topic alone. Addresses are supplemented by explanation of the exhibit, working models, stereopticon lectures, and moving pictures.

The college of agriculture of the University of Wisconsin, through the department of agricultural economics, seeks to serve rural Wisconsin by furnishing information relative to farmhouse conveniences, such as running water in the kitchen and power appliances in the home. By bulletins, personal letters, and State-wide lectures, rural communities are encouraged to develop neighborhood clubs, women's clubs, and farmers' clubs; and rural churches are advised in regard to meeting the community social needs. Buildings for social purposes in the country are promoted where needed. Conferences on rural life problems are aided and rural surveys of social conditions are directed.

The following institutions promote the growth and use of the district school libraries by adults as well as by children: Colorado Agricultural College, Iowa State College, Rutgers College, Reed College, Agricultural and Mechanical College of Texas, the University of Texas, and the University of Wisconsin.

As has been shown, there are well-established municipal reference bureaus at the Universities of Cincinnati, Kansas, Washington, and Wisconsin; while at Iowa State College, Iowa University, and the University of Minnesota such bureaus are newly organized. Many other colleges and universities are prepared to work, and do work, with municipalities and public officials, by collecting material, giving advice, and sending out lecturers on civic subjects.

In addition to the specific phases of welfare work which have been mentioned, other forms are practiced by many colleges and universities, but these are too varied in character and in value to be tabulated.

IX. PUBLICATIONS.

Extension publications, including announcements, bulletins, and textbooks, have been issued by the following institutions: Universities of California, Colorado, and Kansas, Indiana University, Olivet College (Mich.), Mississippi Agricultural and Mechanical College, University of Montana, Rutgers College (N. J.), New Mexico College of Agriculture and Mechanic Arts, College of the City of New York, Columbia University (N. Y.), University of North Carolina, University of North Dakota, Miami University (Ohio), University of Okla-

homa, University of Oregon, Reed College (Oreg.), Lehigh University (Pa.), Pennsylvania State College, Rhode Island State College, Agricultural and Mechanical College of Texas, Universities of Texas, Utah, Washington, and Wisconsin.

Colorado.—Following are the bulletins of investigations issued by the University of Colorado:

1. High school and college conference.
2. Protection against typhoid fever.
3. Municipal water supplies of Colorado.
4. Serials in University of Colorado library.
5. The practical value of birds.
6. Report of week of applied sociology.

Kansas.—The University of Kansas has a list of seven bulletins—five in the debating series, one in the social betterment series, one in the political science series; also seven announcements.

Michigan.—Olivet College issues educational bulletins of which the following titles are given: "Adolescence," "Food and drink, or the hygiene of feeding," "Genesis of law of gravity," "Value of chemistry and allied sciences," "The physical basis of vitality and efficiency."

Mississippi.—The Agricultural and Mechanical College publishes study outlines.

Montana.—The University of Montana has issued a Correspondence-Study Bulletin Record and a lecture bulletin.

New Mexico.—New Mexico College of Agriculture and Mechanical Arts has five issues of College Record and nine issues of the Courier.

New York.—The College of the City of New York has a syllabus for each course and an annual announcement. Columbia University issues the following: Griffin's "Syllabus of English Courses," Pugsley's "Syllabus Reading Lists," based on Columbia College courses.

North Carolina.—The University of North Carolina issues a "Professional Library" for secondary schools and a handbook for use in declaiming, essay writing, and reading.

North Dakota.—The University of North Dakota has lecture, correspondence, and debating bulletins, and also "University Plan of Educational Cooperation."

Ohio.—Miami University has published teachers' bulletins and bibliographies of several subjects.

Oklahoma.—The following publications have been issued by the extension department of the University of Oklahoma: Public Discussion and Debate; The Income Tax; The Initiative and Referendum; and Brick Paving in Oklahoma.

Oregon.—The University of Oregon has the University Extension and Commonwealth Service bulletin and the University Extension Monitor.

Reed College issues bulletins and text for correspondence teaching.

Pennsylvania.—The publications of the Pennsylvania State College deal chiefly with agricultural subjects. Bulletins are issued on engineering subjects as follows:

1. Effects of the form of alternating current waves on the life and efficiency of incandescent lamps.
2. Practical suggestions for the construction of concrete floors.
3. Hot blast heating systems.
4. Concrete on the farm.
5. Electric-lighting plants for rural houses.
6. Kerosene as a substitute for gasoline in engines for use on farms and in automobiles.

Rhode Island.—Rhode Island State College issues 8 leaflets on nature study and 12 extension bulletins yearly.

Texas.—The Agricultural and Mechanical College of Texas publishes a bulletin on extension work and correspondence courses.

The University of Texas issues a large number of bulletins of both informational and educational character.

Washington.—The University of Washington has issued seven bulletins as follows:

1. The social and civic center.
2. State roads and permanent highways.
3. The recall of judges.
4. Department of instruction.
5. The single tax.
6. The making of a newspaper.
7. Manual for debaters.

Wisconsin.—A list is here given of the publications of the University of Wisconsin extension division. The textbooks listed are for the use of students enrolled in correspondence-study courses. Those numbers that are marked "Completed" are in manuscript form. They will be printed as soon as they have been tried in service and found to meet the needs.

The bulletins enumerated are issued as announcements by the correspondence-study department; as aids to clubs, leagues, or speakers by the department of debating and discussion; and as aids to civic, social, and all welfare organizations by the department of general information and welfare.

TEXTS FOR CORRESPONDENCE-STUDY COURSES.

BUSINESS:

Business Organization and Management.

Completed—

- General organization of business (C. 142-144).
- Types of business organization (C. 145-150).
- Industrial management (C. 151-152).

Printed—

- Sales, purchase, and shipping methods (C. 153).

Bookkeeping and Accounting.

Completed—

- Booking (C. 128).
- Accounting principles (C. 129).
- Cost accounting (C. 136).

Printed—

- Bookkeeping and cost finding for printers (C. 130).

Business Law.

Completed—

- Contracts (C. 115).
- Sales (C. 118).
- Commercial paper (C. 122).
- Private corporations (C. 124).

Retailing.

Printed—

- Retail selling and store management (C. 159).

Sundry Subjects.

Completed—

- Commercial correspondence (C. 102).
- Commercial geography of the United States (C. 114).

DRAWING, MECHANICAL:

Completed—

- Wood sketching (C. 243).
- Shop drawing (C. 204).
- Freehand lettering (C. 4).

Printed—

- Shop sketching (C. 203).

ENGINEERING, ELECTRICAL:

Completed—

- Direct currents and direct-current machinery (C. 311).
- The theory of alternating currents (C. 312).
- Electric wiring (C. 317).
- Elementary principles of telephones (C. 318).
- Watt-hour meters (C. 319-A).

Printed—

- Commercial electrical measuring instruments (C. 319).
- Magnetic and electric circuits (C. 310).

ENGINEERING, MECHANICAL:

Completed—

- Mechanism (C. 208).
- Heat (C. 215).
- Gas engines and gas producers (C. 219).
 - Part A. Gas and oil engines.
 - Part B. Gas producers.
- Compressed air (C. 225).
- Engine running (C. 230).
- Fuels (C. 231).
- Cupola practice (C. 272).

Printed—

- Shop mathematics (C. 201-A).
- Shop arithmetic (C. 201-B).
- Boilers (C. 216).

ENGINEERING, STRUCTURAL:

Printed—

Elements of structures (C. 408).

Reinforced concrete construction, vols. 1 and 2.

ENGLISH:

Completed—

Practical English review (C. 64).

GERMAN:

Completed—

Elementary German (C. 1).

HOME ECONOMICS.**MATHEMATICS.***Applied and Vocational Mathematics.*

Completed—

Lumber measurements (C. 11-L).

PHARMACY:

Completed—

Pharmacy (C. 60).

TEACHERS' REVIEW COURSES:

Completed—

Physics review (C. 87).

Correspondence-Study Bulletins.

	Series number.
Astronomy, courses in.....	240
Bacteriology, courses in.....	400
Botany, courses in.....	262
Business, courses in.....	415
Business courses, an outline of.....	261
Business sciences.....	265
Chemistry, courses in.....	264
Correspondence, courses in.....	407
Drawing, courses in.....	300
Education, courses in.....	287
Electrical engineering, courses in.....	344
Electrical engineering, grouped vocational studies in.....	188
English language and literature.....	356
General information.....	380
Geology and geography, courses in.....	353
German, courses in.....	336
Greek and Latin, courses in.....	362
Highway construction.....	5
History, courses in.....	419
Home economics, courses in.....	381
Mathematics, courses in.....	298
Mechanical engineering, courses in.....	12
Mechanical engineering, grouped vocational studies in.....	196
Mechanical engineering and industrial subjects, courses in.....	414
Music, courses in.....	352
Pharmacy, courses in.....	304
Philosophy, courses in.....	153
Political economy and sociology, courses in.....	384
Political science, courses in.....	372
Romance languages, courses in.....	401

	Series number.
Structural engineering, courses in.....	323
Summary announcement, extra-mural college	441
Surveying, courses in.....	13
Teachers' review courses.....	220
Vocational conference.....	414

Debating Bulletins.

Annexation of Cuba.....	229
Central reserve association.....	320
Civic clubs.....	349
Closed v. open shop.....	242
Commission plan of city government.....	297
Consolidation of rural schools.....	234
Debating societies.....	305
Farmers' clubs.....	346
General statement.....	345
Guaranty of bank deposits.....	193
How to judge a debate.....	371
Inheritance tax.....	232
Initiative and referendum	607
Municipal home rule.....	437
Parcels post.....	295
Popular election of Senators.....	359
Postal savings bank.....	23
Principles of effective debating.....	321
Restriction of immigration.....	360
Recall.....	448
School literary societies.....	592
Triangular debating leagues.....	283

General Information and Welfare Bulletins.

Bakers' Institute, proceedings.....	236
Community institute, the.....	377
Guarding the public health.....	379
Industrial education and dependency.....	402
Newspaper conference, proceedings.....	386
Sauk City community institute, program.....	374
Sauk City community institute, results and opinions.....	404
Tuberculosis or consumption.....	165

Social Center Bulletins.

Cooperation of the National Editorial Association in civic and social center development	311
Lessons learned in Rochester.....	301
Motion pictures and the social center.....	313
Present conditions which demand civic and social center development.....	317
Rural awakening, the.....	310
Schoolhouse as branch public library, the.....	328
Schoolhouse as a civic and social center in the community, the.....	361
Schoolhouse as a legislative reference bureau, the.....	327

	Series number.
Schoolhouse as a local art gallery, the.....	318
Schoolhouse as a local health office, the.....	323
Social center, a means of common understanding.....	306
Social center development to date.....	314
Social center and the farmer's home.....	319
Social center movement.....	302
Social center movement in Minnesota.....	312
Social center work in the Southwest.....	330

Miscellaneous Bulletins.

Biennial report, dean's.....	366
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University Extension Series.

[Published by the university board of editors.]

City government by commission.....	423 No. 4
Fireless cooker.....	217
Frosts in Wisconsin.....	290 No. 2
Tuberculosis.....	319 No. 2

X. INSTITUTIONS IN WHICH EXTENSION WORK IS NOT FULLY ORGANIZED.

Fifty-two institutions are reported in which extension work is not fully organized. In 22 institutions, lectures constitute the only form of extension work; in 7 institutions there are lectures and entertainments (musical or musical and literary); in 5 institutions, correspondence study chiefly; in 5 others, training of teachers; in 4, rural work; in 2, chiefly municipal and welfare work; in 1, engineering; in 7, work in various lines (unclassified).

Institutions with no organized extension work, but with work along extension lines.

Institutions.	Nature of work.	Remarks.
<i>Connecticut:</i> Trinity College..... Yale University.....	Lectures..... Courses in theory and practice of education; assistance to secondary schools of State; public concerts.	Faculty members lecture in city and State. Public concerts are given by department of music; the art and scientific collections are open to public, as are certain lectures.
<i>Georgia:</i> Atlanta University (colored)..... Southern Female College.....	Traveling libraries; free kindergarten; annual bulletins published on the negro problem. Lyceum course: municipal work—answering questions of public officials and citizens; lectures.	System of about 55 traveling libraries, 50 books in each, circulated among negro communities in Georgia. About 300 people reached; fees paid lecturers from \$40 to \$150; charge for lectures about 50 cents a ticket.
<i>Illinois:</i> Ewing College.....	Lectures.....	Fees for lecturers from about \$25 to \$100; charges for lectures, 25 cents a ticket.
<i>Indiana:</i> Knox College..... Concordia college.....	Lectures..... Lectures.....	Professors give lectures before high schools and other organizations.
Rose Polytechnic..... Taylor University.....	Consulting work for municipalities, county and State in engineering. Lectures along engineering lines. Lectures.....	On invitation, deans of different departments deliver lectures without compensation, merely traveling expenses. Purely an engineering school.
<i>Iowa:</i> Coe College.....	Lectures.....	Course of six lectures on "Psychology as applied to education." \$1 for series ticket.
Cornell College..... Central University of Iowa..... Graceland College.....	Lectures, musicals, and dramatic readings..... Municipal work..... Lectures.....	Lectures given by professors, for which they receive from \$10 to \$20 and expenses. "Saloons driven out."
<i>Kansas:</i> Baker University.....	Lectures.....	Lectures given by members of faculty for nominal fee or for expenses.
<i>Kentucky:</i> Hamilton College for Women.....	Lectures; musical and literary entertainments.....	Fees paid to lecturers vary from \$10 to \$50.
<i>Maryland:</i> Johns Hopkins University.....	College courses for teachers.....	Courses of public lectures offered in cooperation with Goucher College to teachers: "where vocation prevents attendance upon college lectures and recitations at usual hours." Persons other than teachers admitted; same requirements for admission as for matriculation fixed by Johns Hopkins University. May work for degree, B. A., which is conferred by Johns Hopkins upon men only. Fees \$10 per year for each hour per week. Hours from 4.10 to 6 p. m.
Morgan College (colored)..... Washington College.....	Lectures.....	Lectures in series on topics of popular interest for benefit of students, but open to public.

Institutions with no organized extension work, but with work along extension lines—Continued.

Institutions.	Nature of work.	Remarks.
Massachusetts: Amherst College..... Clark University.....	Lectures..... Lectures; child welfare; loans from pedagogical museum and library; read into local social conditions; four-roads; exhibits and conferences; municipal work; crusades against flies and mosquitoes; garden work; city improvement. Lectures..... Study courses..... Lectures and musicals.....	General lectures, open to public. Lectures paid up to \$75; audiences range from 12 to 1,000. Practically all expenses paid by university.
College of the Holy Cross..... Simmons College..... Williams College.....	Lectures..... Study courses..... Lectures and musicals.....	Lectures in pedagogy given during the entire year. Offered as aid to teachers.
Michigan: Alma College..... Minnesota: St. Johns University.....	Correspondence study..... Lectures.....	One out-of-town student enrolled for the work; 4 enrolled from city. Fees paid to lecturers, rarely more than \$75 a lecture; total expense for lecture work last year, \$300; 10 lectures given; total attendance, 3,700.
Mississippi: University of Mississippi.....	Visiting of high schools by professors of secondary education and cooperation between dean of medical department and board of health.	
Nebraska: Dodge College..... Grand Island College.....	Lectures; musical entertainments..... Correspondence—study and reading courses.....	Work is being organized to extend influence and make college better known: lecturers are paid expenses and sometimes \$5 or \$10. "We do not encourage this department but accommodate such students as ask for it." All members of the faculty participate in the work.
New York: Union College.....	Musical entertainments; public lectures.....	Expense of musical entertainment is about \$1,000, paid for by admission. Series of lecturers in psychology and economics; occasionally others; attended freely by public.
North Carolina: Wake Forest College.....	Lectures.....	"Half dozen members of the faculty make popular lectures throughout the State, but under no formal organization and without fees or credits."
North Dakota: Fargo College..... Weoley College.....	Lectures; addresses and musicals..... Lectures and entertainments.....	"Modest beginning of college extension work." Ordinary rate for single lecture \$5 and expenses. About 30 lectures were given for which the fees paid were from \$5 to \$25. Entertainments of music and reading.
Ohio: Findlay College..... Western Reserve University.....	Lectures..... Lectures and study courses.....	Lectures before farmers' institutes, teachers' institutes, and similar organizations. For teachers.
Oklahoma: University of Oklahoma.....	Lectures.....	Fees paid lecturers, from \$10 to \$100; total attendance last year, 4,000.

Oregon: Willamette University.....	Lectures; study club outlines; reading course institute, etc.	<p>4 members of the faculty participate.</p> <p>Total expense for work, \$700; 3 courses and 1 single lecture last year. Work is done only on application from outside world.</p> <p>30 public school teachers took courses in Saturday work; 2 received B. S. last June; 4 professors devote part time; fees from \$25 to \$50 are paid lecturers.</p> <p>Some members of faculty are required to give lectures; expenses only are paid; average attendance 200.</p> <p>A series of popular lectures by professors to communities throughout the State.</p> <p>Courses in English, economics, education, German, Greek, history, Latin, mathematics, philosophy, physiography, political science, and sociology; credits given; one-fourth work required for graduation may be done through correspondence. Fees: \$1 for matriculation; tuition for each course, \$15; for two courses, \$25.</p> <p>"Beginning with this coming college year a position will be created that is purely extension work, that of superintendent of boys' and girls' clubs."</p> <p>Single lectures; fees paid lecturers, from \$5 to \$20.</p> <p>Teachers in mountain region trained through means of libraries; more than half the faculty engaged at various times in social and neighborhood uplift.</p> <p>Lecturers paid from \$10 to \$25 per lecture; approximate total expense last year \$250; 15 single lecture engagements; free.</p> <p>Special courses delivered at university during summer months.</p> <p>Some work done by members of faculty without additional compensation.</p> <p>"Members of the faculty visit schools and churches and 1 member engages in literary and debating-society work."</p> <p>About 25 single lectures; fees paid, "sometimes \$15 and expenses."</p> <p>Generally free.</p> <p>"Members of the faculty give single lectures from time to time and some of them give courses before women's clubs, etc."</p>
Pennsylvania: Dropsie College.....	Lectures.....	
Moravian Seminary and College for Women.....	Lectures and welfare.....	
Muhlenberg College.....	Study courses; public lectures.....	
Pennsylvania College.....	Lectures.....	
South Carolina: University of South Carolina.....	.....do.....
South Dakota: Redfield College.....	Correspondence-study courses.....	
South Dakota State College of Agricultural and Mechanical Arts.....	Correspondence courses; rural institutes.....	
Yankton College.....	Lectures; institute; social guidance.....	
Tennessee: Lincoln Memorial University.....	Rural extension; traveling libraries; welfare.....	
Michigan: Milligan College.....	Lectures.....	
University of the South.....	.....do.....
Texas: Baylor University.....	Not stated.....	
Howard-Payne College.....	.....do.....
Vermont: Middlebury College.....	Rural life conference (in connection with regular summer session lectures).	
Virginia: Washington and Lee University.....	Lectures.....	
Wisconsin: Balot College.....	.....do.....

BULLETIN OF THE BUREAU OF EDUCATION.

[NOTE.—With the exceptions indicated, the documents named below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted. Documents marked with a dagger (†) are out of print.]

1906.

- †No. 1. Education bill of 1906 for England and Wales as it passed the House of Commons. Anna T. Smith.
- *No. 2. German views of American education, with particular reference to industrial development. William N. Hallmann. 10 cts.
- *No. 3. State school systems: Legislation and judicial decisions relating to public education, Oct. 1, 1904, to Oct. 1, 1906. Edward C. Elliott. 15 cts.

1907.

- †No. 1. The continuation school in the United States. Arthur J. Jones.
- *No. 2. Agricultural education, including nature study and school gardens. James R. Jewell. 15 cts.
- †No. 3. The auxiliary schools of Germany. Six lectures by B. Maennel.
- †No. 4. The elimination of pupils from school. Edward L. Thorndike.

1908.

- †No. 1. On the training of persons to teach agriculture in the public schools. Liberty H. Bailey.
- *No. 2. List of publications of the United States Bureau of Education, 1867-1907. 10 cts.
- *No. 3. Bibliography of education for 1907. James Ingersoll Wyer, jr., and Martha L. Phelps. 10 cts.
- †No. 4. Music education in the United States; schools and departments of music. Arthur L. Manchester.
- *No. 5. Education in Formosa. Julian H. Arnold. 10 cts.
- *No. 6. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 15 cts.
- *No. 7. State school systems: II. Legislation and judicial decisions relating to public education, Oct. 1, 1906, to Oct. 1, 1908. Edward C. Elliott. 30 cts.
- No. 8. Statistics of State universities and other institutions of higher education partially supported by the State, 1907-8.

1909.

- *No. 1. Facilities for study and research in the offices of the United States Government in Washington. Arthur T. Hadley. 10 cts.
- No. 2. Admission of Chinese students to American colleges. John Fryer.
- *No. 3. Daily meals of school children. Caroline L. Hunt. 10 cts.
- †No. 4. The teaching staff of secondary schools in the United States; amount of education, length of experience, salaries. Edward L. Thorndike.
- No. 5. Statistics of public, society, and school libraries in 1908.
- *No. 6. Instruction in the fine and manual arts in the United States. A statistical monograph. Henry T. Bailey. 15 cts.
- No. 7. Index to the Reports of the Commissioner of Education, 1867-1907.
- *No. 8. A teacher's professional library. Classified list of 100 titles. 5 cts.
- *No. 9. Bibliography of education for 1908-9. 10 cts.
- No. 10. Education for efficiency in railroad service. J. Shirley Eaton.
- *No. 11. Statistics of State universities and other institutions of higher education partially supported by the State, 1908-9. 5 cts.

1910.

- No. 1. The movement for reform in the teaching of religion in the public schools of Saxony. Arley B. Shaw.
- No. 2. State school systems: III. Legislation and judicial decisions relating to public education, Oct. 1, 1908, to Oct. 1, 1909. Edward C. Elliott.
- †No. 3. List of publications of the United States Bureau of Education, 1867-1910.
- *No. 4. The biological stations of Europe. Charles A. Kofoid. 50 cts.
- *No. 5. American schoolhouses. Fletcher B. Dresslar. 75 cts.
- †No. 6. Statistics of State universities and other institutions of higher education partially supported by the State, 1909-10.

1911.

- *No. 1. Bibliography of science teaching. 5 cts.
- *No. 2. Opportunities for graduate study in agriculture in the United States. A. C. Monahan. 5 cts.
- *No. 3. Agencies for the improvement of teachers in service. William C. Ruediger. 15 cts.
- *No. 4. Report of the commission appointed to study the system of education in the public schools of Baltimore. 10 cts.
- *No. 5. Age and grade census of schools and colleges. George D. Strayer. 10 cts.
- No. 6. Graduate work in mathematics in universities and in other institutions of like grade in the United States.
- *No. 7. Undergraduate work in mathematics in colleges and universities. 5 cts.
- *No. 8. Examinations in mathematics, other than those set by the teacher for his own classes. 5 cts.
- No. 9. Mathematics in the technological schools of collegiate grade in the United States.
- †No. 10. Bibliography of education for 1909-10.
- †No. 11. Bibliography of child study for the years 1908-2.
- *No. 12. Training of teachers of elementary and secondary mathematics. 5 cts.
- *No. 13. Mathematics in the elementary schools of the United States. 15 cts.
- *No. 14. Provision for exceptional children in the public schools. J. H. Van Sickle, Lightner Williams, and Leonard P. Ayres. 10 cts.
- *No. 15. Educational system of China as recently reconstructed. Harry E. King. 15 cts.
- *No. 16. Mathematics in the public and private secondary schools of the United States. 15 cts.
- †No. 17. List of publications of the United States Bureau of Education, October, 1911.
- *No. 18. Teachers' certificates issued under general State laws and regulations. Harlan Updegraff. 20 cts.
- No. 19. Statistics of State universities and other institutions of higher education partially supported by the State, 1910-11.

1912.

- *No. 1. A course of study for the preparation of rural-school teachers. Fred Mutchler and W. J. Craig. 5 cts.
- *No. 2. Mathematics at West Point and Annapolis. 5 cts.
- *No. 3. Report of committee on uniform records and reports. 5 cts.
- *No. 4. Mathematics in technical secondary schools in the United States. 5 cts.
- *No. 5. A study of expenses of city school systems. Harlan Updegraff. 10 cts.
- *No. 6. Agricultural education in secondary schools. 10 cts.
- *No. 7. Educational status of nursing. M. Adelaide Nutting. 10 cts.
- *No. 8. Peace day. Fannie Fern Andrews. [Later publication, 1912, No. 12.] 5 cts.
- *No. 9. Country schools for city boys. William S. Myers. 10 cts.
- *No. 10. Bibliography of education in agriculture and home economics. 10 cts.
- †No. 11. Current educational topics, No. I.
- †No. 12. Dutch schools of New Netherland and colonial New York. William H. Kilpatrick.
- *No. 13. Influences tending to improve the work of the teacher of mathematics. 5 cts.
- *No. 14. Report of the American commissioners of the international commission on the teaching of mathematics. 10 cts.
- †No. 15. Current educational topics, No. II.
- *No. 16. The reorganized school playground. Henry S. Curtis. 5 cts.
- *No. 17. The Montessori system of education. Anna T. Smith. 5 cts.
- *No. 18. Teaching language through agriculture and domestic science. M. A. Leiper. 5 cts.
- *No. 19. Professional distribution of college and university graduates. Bailey B. Burritt. 10 cts.
- *No. 20. Readjustment of a rural high school to the needs of the community. H. A. Brown. 10 cts.
- *No. 21. Urban and rural common-school statistics. Harlan Updegraff and William R. Hood. 5 cts.
- No. 22. Public and private high schools.
- No. 23. Special collections in libraries in the United States. W. Dawson Johnston and Isadore G. Mudge.
- *No. 24. Current educational topics, No. III. 5 cts.
- †No. 25. List of publications of the United States Bureau of Education, 1912.
- †No. 26. Bibliography of child study for the years 1910-1911.
- No. 27. History of public-school education in Arkansas. Stephen B. Weeks.
- *No. 28. Cultivating school grounds in Wake County, N. C. Zebulon Judd. 5 cts.
- No. 29. Bibliography of the teaching of mathematics, 1900-1912. David Eugene Smith and Charles Goldziner.
- No. 30. Latin-American universities and special schools. Edgar E. Brandon.
- No. 31. Educational directory, 1912.
- No. 32. Bibliography of exceptional children and their education. Arthur MacDonald.
- †No. 33. Statistics of State universities and other institutions of higher education partially supported by the State, 1912.

1913.

- No. 1. Monthly record of current educational publications, January, 1913.
- *No. 2. Training courses for rural teachers. A. C. Monahan and R. H. Wright. 5 cts.
- *No. 3. The teaching of modern languages in the United States. Charles H. Handschin. 15 cts.
- *No. 4. Present standards of higher education in the United States. George E. MacLean. 20 cts.
- *No. 5. Monthly record of current educational publications. February, 1913. 5 cts.

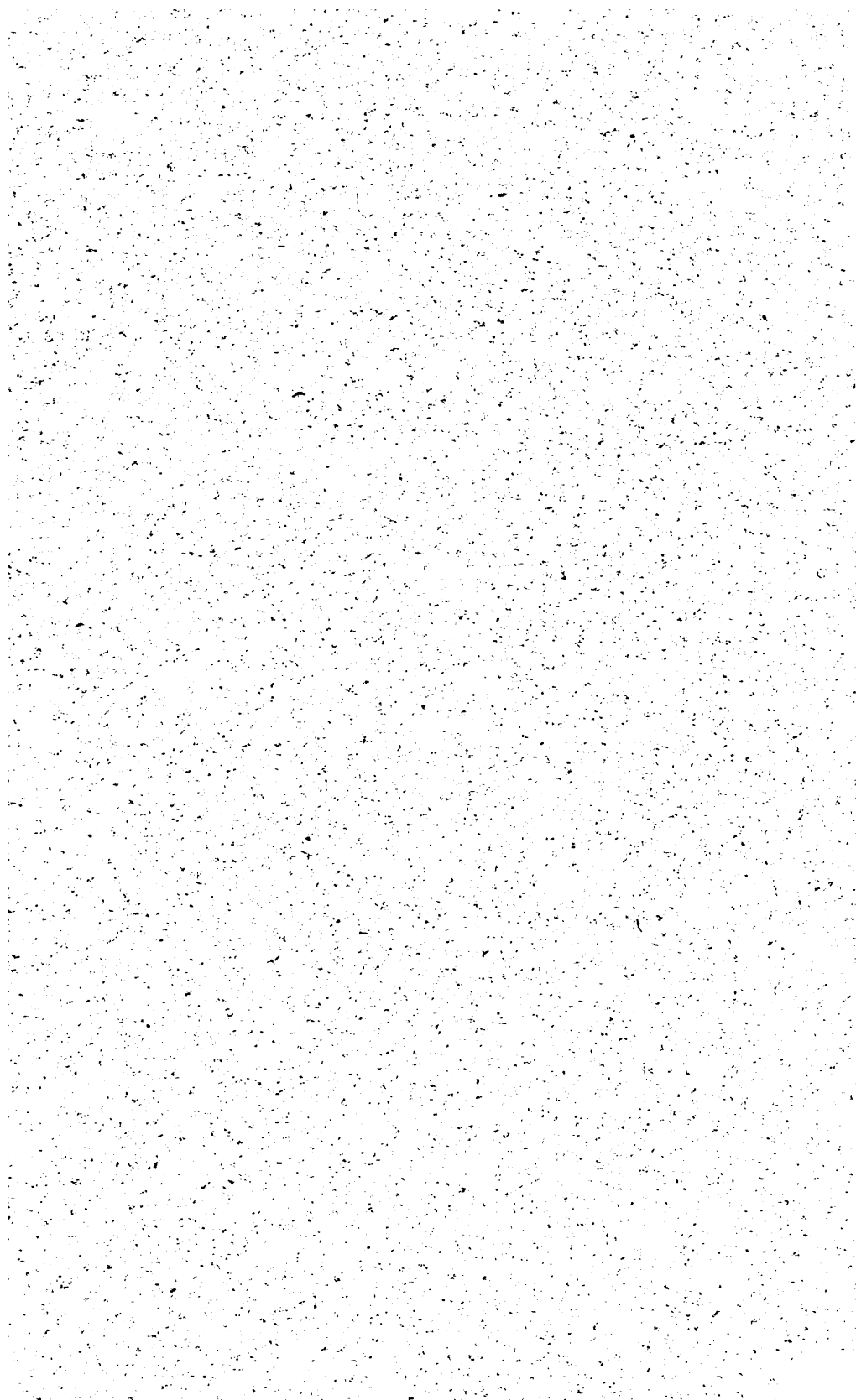
- *No. 6. Agricultural instruction in high schools. C. H. Robison and F. B. Jenks. 10 cts.
- *No. 7. College entrance requirements. Clarence D. Kingsley. 15 cts.
- *No. 8. The status of rural education in the United States. A. C. Monahan. 15 cts.
- *No. 9. Consular reports on continuation schools in Prussia. 5 cts.
- *No. 10. Monthly record of current educational publications, March, 1913. 5 cts.
- *No. 11. Monthly record of current educational publications, April, 1913. 5 cts.
- *No. 12. The promotion of peace. Fannie Fern Andrews. 10 cts.
- *No. 13. Standards and tests for measuring the efficiency of schools or systems of schools. Report of the committee of the National Council of Education. George D. Strayer, chairman. 5 cts.
- No. 14. Agricultural instruction in secondary schools.
- *No. 15. Monthly record of current educational publications, May, 1913. 5 cts.
- *No. 16. Bibliography of medical inspection and health supervision. 15 cts.
- *No. 17. A trade school for girls. A preliminary investigation in a typical manufacturing city, Worcester, Mass. 10 cts.
- *No. 18. The fifteenth international congress on hygiene and demography. Fletcher B. Dremar. 10 cts.
- *No. 19. German industrial education and its lessons for the United States. Holmes Beckwith. 15 cts.
- No. 20. Illiteracy in the United States.
- †No. 21. Monthly record of current educational publications, June, 1913.
- *No. 22. Bibliography of industrial, vocational, and trade education. 10 cts.
- *No. 23. The Georgia club at the State Normal School, Athens, Ga., for the study of rural sociology. E. C. Branson. 10 cts.
- *No. 24. A comparison of public education in Germany and in the United States. Georg Karschensteiner. 5 cts.
- *No. 25. Industrial education in Columbus, Ga. Roland B. Daniel. 5 cts.
- *No. 26. Good roads arbor day. Susan B. Sipe. 10 cts.
- *No. 27. Prison schools. A. C. Hill. 10 cts.
- *No. 28. Expressions on education by American statesmen and publicists. 5 cts.
- *No. 29. Accredited secondary schools in the United States. Kendrick C. Babcock. 10 cts.
- *No. 30. Education in the South. 10 cts.
- *No. 31. Special features in city school systems. 10 cts.
- *No. 32. Educational survey of Montgomery County, Md. 10 cts.
- †No. 33. Monthly record of current educational publications, September, 1913.
- *No. 34. Pension systems in Great Britain. Raymond W. Bies. 10 cts.
- *No. 35. A list of books suited to a high-school library. 15 cts.
- *No. 36. Report on the work of the Bureau of Education for the natives of Alaska, 1911-12. 10 cts.
- No. 37. Monthly record of current educational publications, October, 1913.
- No. 38. Economy of time in education.
- No. 39. Elementary industrial school of Cleveland, Ohio. W. N. Halftmann.
- *No. 40. The reorganized school playground. Henry S. Curtis. 10 cts.
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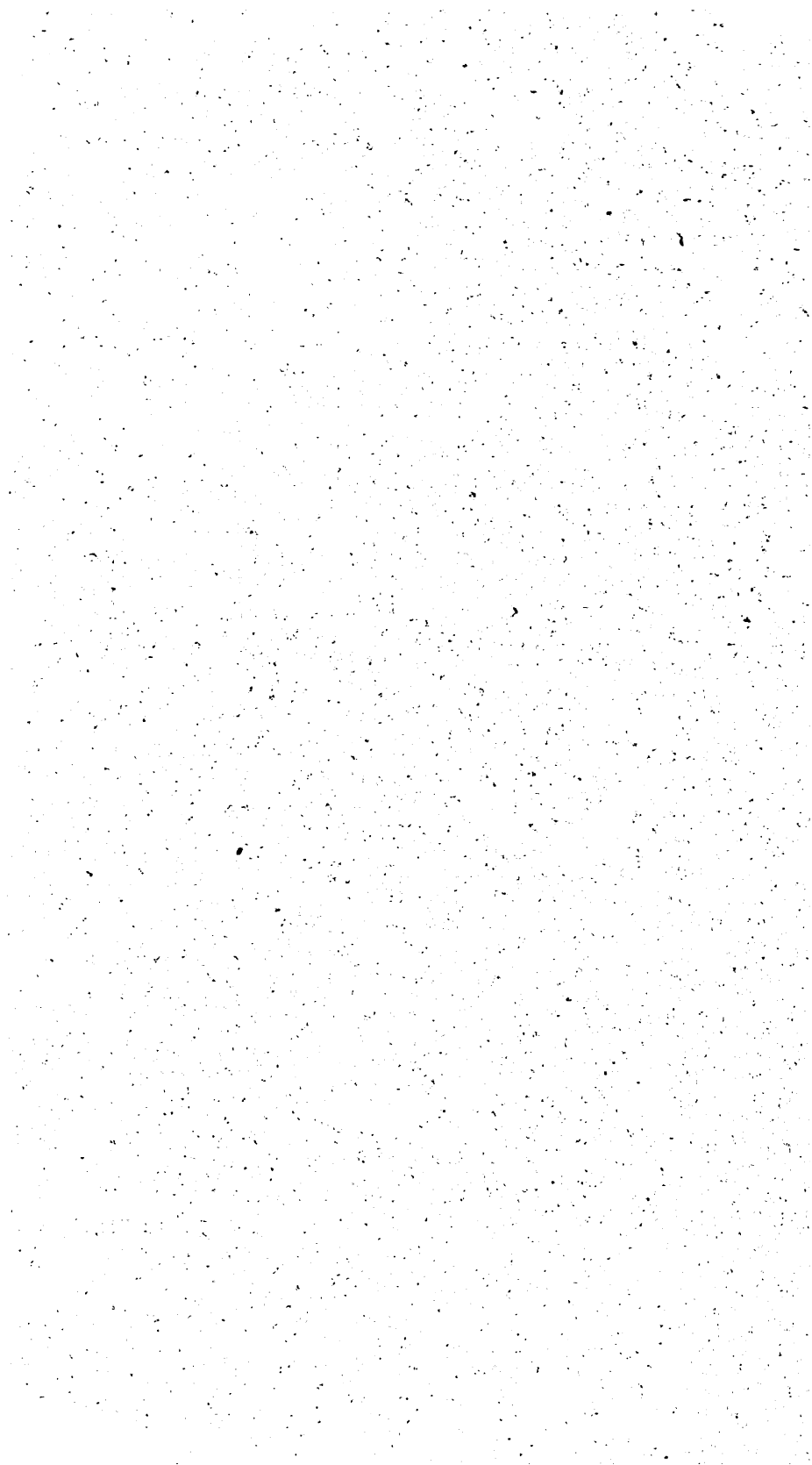
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